WELLESLEY COLLEGE BULLETIN

CATALOGUE NUMBER 1950-1951

WELLESLEY, MASSACHUSETTS

Visitors to the College are welcome, and student guides are available. The administrative offices in Green Hall are open Monday through Friday from 9 A.M. to 4:30 P.M.

The Board of Admission office is open also on Saturday morning during the college year. Visitors to this office are advised to write in advance for an appointment.

CATALOGUE NUMBER OF THE

WELLESLEY COLLEGE BULLETIN

OCTOBER 20, 1950

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Volume 40 Number 2

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The Dean of Residence

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Scholarships
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Academic Work of Students
The Class Dean

Social Regulations
The Dean of Residence

Requests for Transcripts of Records
The Recorder

Alumnae and Undergraduate Employment
The Director of the Placement Office

Requests for Catalogues
The Information Bureau

Alumnae Affairs
The Executive Secretary of the Alumnae Association

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1950

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Academic Year 1950–1951

First Semester

Registration of new students, 9 A.M. to 10.30 P.M.
Wednesday, September 20

Registration closes for all other students, 11.00 P.M.
Friday, September 22

Classes begin . . . . . Monday, September 25

Thanksgiving recess { from 4.15 P.M. . Wednesday, November 22
to evening . . . Sunday, November 26

Christmas recess { from 3.15 P.M. . . Thursday, December 14
to 11.00 P.M. . . . Thursday, January 4

Examinations { from . . . . . Monday, January 29
through . . . . Wednesday, February 7

Second Semester

Classes begin . . . . . Monday, February 12

Spring recess { from 12.15 P.M. . . . Saturday, March 31
to 11.00 P.M. . . . Tuesday, April 10

Examinations { from . . . . . Tuesday, May 29
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Commencement . . . . . Monday, June 11

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SEYMOUR BETSKY, PH.D., *Assistant Professor of English*

JAMES WALTER WARWICK, M.A., *Assistant Professor of Astronomy*

ANNE MONTGOMERY WOODWARD, B.A., M.S., *Assistant to the Librarian*

RUTH FORD CATLIN, *Librarian of the Science Libraries*

[1] Absent on leave.

RICHARD BURGIN, *Instructor in Violin*

DAVID BARNETT, B.A., *Instructor in Piano*

ARNOLD GEISSBUHLER[4], *Instructor in Art*

EUNICE LATHROPE, B.A., *Cataloguer of Rare Books in the Library*

IOLA CORLISS SCHEUFELE, *Administrative Assistant, Acquisitions Department of the Library*

ALFRED ZIGHERA, *Instructor in Violoncello*

JEAN GUÉDENET, LIC. ÈS LET., DIPL.E.S., *Instructor in French*

SUSAN GODOY, M.A., *Instructor in Music*

CATHLEEN O'CONOR EPSTEIN, M.A.OXON., *Instructor in English*

WINIFRED ST. JOHN HENNIG, B.S., *Cataloguer in the Library*

MELVILLE SMITH, B.A., *Instructor in Organ*

HARRY KOBIALKA, *Instructor in Violin, Conductor of the Orchestra, Director of Chamber Music*

MARY JOAN ELLMANN, PH.D., *Instructor in English*

ALICE BIRMINGHAM COLBURN, M.A., *Instructor in History*

JEAN KNAPP MARSH, M.A., *Instructor in Hygiene and Physical Education*

IVON BRYANT MILLS, B.S., *Serials Cataloguer in the Library*

JOHN LEWIS BRADLEY, PH.D., *Instructor in English*

GERTRUDE HUNTINGTON MCPHERSON, M.A., *Instructor in Sociology*

MARGARET MEDA PENDLETON, M.S., *Instructor in Geology*

JUDITH BEACH WELLES, B.D., PH.D., *Instructor in Biblical History*

HILDA ROSENBLOOM, M.A., *Instructor in Economics*

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ROBERTA A. STEWART, PH.D., *Instructor in Chemistry*

DORRIS JEANNETTE HUTCHISON, PH.D., *Instructor in Botany*

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BEVERLY JOSEPH LAYMAN, M.A., *Instructor in English*

DARGAN JONES, M.A., *Instructor in English*

PATRICK FRANCIS QUINN, M.A., *Instructor in English*

JANICE MARILYN CUNLIFFE, M.A., *Instructor in Chemistry*

NATALIE ELIZABETH PARK, M.A., *Instructor in Art*

WILLIAM JAMES COUSINS, B.A., *Instructor in Sociology*

FRANK MOORE CROSS, JR., B.D., PH.D., *Instructor in Biblical History*

[4] Appointed for the first semester only.

KATHARINE TAYLOR LOESCH, M.A., *Instructor in Speech*
JOSEPHINE LOUISE OTT, B.A., *Instructor in French*
HYMAN BLOOM, *Instructor in Art*
MARGARET PAIGE, B.A., *Instructor in Botany*
VIRGINIA BUCKNER MILLER, M.A., *Instructor in Economics*
WILMA FRANCES SMITH, B.A., B.A.L.S., *Assistant Reference Librarian*
LUCINDA MOLES, M.A., *Instructor in Spanish*
MARÍA LUISA ANTUÑA, LIC. EN LETRAS, *Instructor in Spanish, and Head of the Spanish Corridor*
JANET STEARNS ARONSON, M.A., *Instructor in Spanish*
HUGH STEWART BARBOUR, B.A., B.D., *Instructor in Biblical History*
BEVERLY ANNE BULLEN, M.S., *Instructor in Hygiene and Physical Education*
JUSTINE DEXTER DYER, M.A., *Instructor in English*
RUTH PAGE EDWARDS, M.A., *Instructor in Psychology*
DOROTHA JEANETTE GARRISON, M.A., *Instructor in Geology*
THEODORE STEPHEN HAMEROW, M.A., *Instructor in History*
SYLVIA VIRGINIA LISBERGER, M.A., *Instructor in Hygiene and Physical Education*
THEODOR MARCUS MAUCH, B.D., S.T.M., *Instructor in Biblical History*
PRISCILLA ALDEN OKIE, M.A., *Instructor in Speech*
IRENE RITA PIERCE, PH.D., *Instructor in Psychology*
NATHANIEL WALKER ROE, B.A., *Instructor in Philosophy*
PHILLIP LEONARD SIROTKIN, M.A., *Instructor in Political Science*
MARIAN KINNAIRD SOLLEDER, M.A., *Instructor in Hygiene and Physical Education*
CAROLYN SHAW SOLO, PH.D. (LOND.), *Instructor in Economics*
RENATE CHRISTINE WOLFF, M.A., *Instructor in English*
EUNICE MARJORIE WOOD, M.A., *Instructor in Zoölogy*
GENEVIÈVE DE BIDART MERRILL, M.A., *Instructor in French*
ELIZABETH MARIE COCK, M.S., *Circulation Librarian*
IRENE MARY KAVANAUGH, M.S., *Cataloguer in the Library*
BERYL LAURA ROBINSON, B.A., B.L.S., *Circulation Librarian*
MARY ELKINS MOLLER, M.A., *Instructor in English*
NICHOLAS ASTON BEADLES, M.A., *Instructor in Economics*
KLAUS GOETZE, *Instructor in Piano*
PEARL HANDSHUH HACK, M.P.A., *Instructor in Political Science*
PAUL MATTHEN, B.A., *Instructor in Voice*
CHRISTINE MITCHELL, M.A., *Instructor in Art*
JOHN DOANE WICKS, M.A., *Instructor in Music*

WILBURY ARTHUR CROCKETT [5], M.A., *Instructor in Education*
MARISE COLLIGNON THOMPSON, AGRÉGÉE DE L'UNIVERSITÉ, *Instructor in French*

GWENYTH MORGAN RHOME, M.A., *Assistant in Geology and Geography*
MARGARET LOIS REYNOLDS, B.S., *Teaching Assistant in Hygiene and Physical Education*
MARY HERRICK ASHWORTH, B.A., *Assistant in Chemistry*
MARGARET HELEN EMMERLING, B.S., *Assistant in Botany*
ELIZABETH HAYS SCHEUFELE, B.A., *Assistant in Botany*
RUTH ELIZABETH JOHNSON, B.A., *Assistant in Chemistry*
ELIZABETH NORFLEET KING, B.A., *Assistant in Physiology*
MARY CATHERINE O'BRIEN, B.A., *Assistant in Chemistry*
BARBARA MARY WALLS, B.A., *Assistant in Zoölogy*
RUTH ELEANOR HEACOCK, B.A., *Assistant in Zoölogy*
BARBARA VISSCHER BRUSH, B.A., *Assistant in Psychology*
DOROTHY BOYD, B.S., *Henry Warren Fellow in Chemistry*
FRANCES EVANS CAMP, B.S., *Teaching Assistant in Hygiene and Physical Education*
ANNE STUART CLEAVER, B.S., *Assistant in Zoölogy*
JANETTE KATHERINE FURMAN, B.S., *Research Assistant in Physics*
ANN MARIE GRANT, B.A., *Assistant in Zoölogy*
CAROL WRIGHT HAFF, B.A., *Assistant in Botany*
ELLA GEORGIA LOUD, B.S., *Assistant in Physics*
ANITA GOLDBERG MILLER, B.A., *Assistant in Psychology*
ROSALIE RUTH SCHIFERL, B.S., *Assistant in Botany*
JANE NOYES SHAW, B.S., *Assistant in Botany*
ELLEN SOSNOW, B.A., *Assistant in Zoölogy*
MARY PHILLIPS TOWNE, B.A., *Assistant in Chemistry*
ALITA ANN ZIMMERMAN, B.S., *Assistant in Botany*
J. RANDOLPH CAMPBELL, *Designer and Technical Director of the Wellesley College Theater*
EDYTHE MARIE SCALES, B.A., *Assistant in Psychology*

LECTURERS

RUSSELL GIBSON [1], PH.D., *Lecturer in Geology*
MARGARET ELLIOTT HOUCK, M.S., *Curator of the Museum and Lecturer in Zoölogy*

[1] Absent on leave
[5] Appointed for the second semester only.

MARGARET MACDONALD WINKLER, M.A., *Lecturer in Music and Director of the Choir*
ARTHUR ELDON WINKLER, B.S., M.F.A., *Director of the Wellesley College Theater*
MYRTLE AGNES STUNTZNER, M.A., *Lecturer in Education, and Director of the Page Memorial School*
CAROL MARY ROEHM[6], B.A., *Lecturer in Spanish, and Foreign Student Adviser*
JEANETTE MCPHERRIN, M.A., *Lecturer in French, and Dean of Freshmen*
RICHARD WALDEN HALE, PH.D., *Lecturer in Education*
BEATRICE ALLARD BROOKS, PH.D., *Lecturer in Biblical History*
ANNE LEE DELANO, M.A., *Lecturer in Hygiene and Physical Education*
ANNE CUTTING JONES, PH.D., *Lecturer in French*
FRANÇOIS LAURIAU, AGRÉGÉ DE L'UNIVERSITÉ, *Lecturer in French*
KATHARINE MCELROY KENT [4], B.LITT.OXON., B.D., *Lecturer in Biblical History*

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SAMUEL R. MEAKER, M.D.
CLIFFORD L. DERICK, M.D.
BRITTON F. BOUGHNER, B.P.E.

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BARBARA MILDRAM, B.A., *Teacher*
LOUISE MARIE BUTLER, B.S., *Teacher*
MIRIAM THOMAS MEEHAN, B.A., *Teacher*
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MARY GANOE SILSBY, B.A., *Assistant*

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RUTH HUTCHINSON LINDSAY, PH.D., *Dean of Residence, and Associate Professor of Botany*

[4] Appointed for the first semester only.
[6] Absent November 1 to March 1.

DELAPHINE GRACE ROSA WYCKOFF, PH.D.,
Dean of the Class of 1952, and Associate Professor of Botany
VIRGINIA MAYO FISKE, PH.D.,
Dean of the Class of 1953, and Assistant Professor of Zoölogy
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MARION JOHNSON, B.A., *Secretary to the Deans*
MARION LEWIS, B.A., *Assistant Recorder*
JANE SAXON PATE, B.A., *Associate Director of Admission*

[6] Absent November 1 to March 1.

Tyler Robinson, b.a., *Assistant to the Director of Admission*
Edith Alden Sprague, b.a., b.s., *Placement Counselor in the Placement Office*
Barbara Maynard Twombly, b.a., *Manager of the Information Bureau*
Rhoda Ziegler, b.a., *Manager of the Multigraph Office*

Physicians

Elizabeth Louise Broyles, m.d., *Resident Physician*
Katherine Sarah Andrews, m.d., *Associate Physician*
Edna Ruth Breitwieser, m.d., *Associate Physician*
Margaret Rioch Anthonisen, m.d., *Consultant in Mental Hygiene*

Heads of Houses

Sophie Agnes Roche, m.a., *Head of Shafer Hall*
Mildred Conrad Comegys, b.a., *Head of Severance Hall*
Frances May Beggs, b.a., *Head of Claflin Hall, and Chairman of Special Functions*
Margaret Culbertson Myers, *Head of Cazenove Hall*
Emma Leigh Rhett, *Head of Beebe Hall*
Helen Farr Robertson, b.a., *Head of Munger Hall*
Clara Wackenhuth Stobaeus, *Head of Noanett House*
Ellen Burditt McKey, b.a., *Head of Stone Hall*
Louise Deiglmayr, m.a., *Director of Horton, Hallowell, Shepard Houses, and Cedar Lodge*
Katharine Mailler Wygant, *Head of Tower Court*
Mary Lord Harlow, b.a., *Head of Pomeroy Hall*
Madelyn Worth Gamwell, b.a., *Head of Eliot House*
Eudora Smith Sale, *Head of Norumbega Hall*
Doris Wetherbee Scott, *Head of Navy House*
Ellen Kallman Carter, *Head of Washington House*
Florence Barr Titus, *Head of Little House*
Margaret Bigelow Eldred, *Head of Olive Davis Hall*
Olive Shaw Bailey, b.a., *Head of Webb House*
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Henriette Sebring, b.a., *Head of Crofton House*
Lucy Gordon Wolfe, *Head of Dower House*
Minda Moore, *Head of Wiswall House*
Louise Reynolds Bradner, b.a., *Head of Elms House*
Mary-Ann LeBedoff, b.a., *Assistant to the Head of Tower Court*
Judith Beach Welles, b.d., ph.d., *Faculty Resident in the Graduate Club House*

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Wanda Marie Broussard, M.B.A., *Assistant in the Department of Education*
Shirley Hotchkiss Clark, B.A., *Administrative Assistant on the Library Staff*
Eleanor Martha Garvey, M.A., *Custodian of the Art Library*
Ruth Trethaway Grout, *Assistant in the Departments of Economics and Sociology*
Phyllis Henry, B.A., *Assistant in the Department of Biblical History*
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Registrar in the Department of Hygiene and Physical Education
Alta Densmore Kempton, Mus.B., *Assistant in the Department of Music*
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Kathleen Millicent Leavitt,
Secretary and Custodian in the Department of Zoölogy and Physiology
Ruth Joann Levine, B.A., *Assistant in the Department of English*
Margaret Jean McCabe, *Assistant in the Department of Physics*
Agnes Louise McSweeney,
Assistant to the Registrar of the Department of Hygiene and Physical Education
Alice Churchill Moore, *First Assistant in the Art Museum*
Lucy E. Mulhall, *Assistant in the Department of History*
Gwenyth Morgan Rhome, M.A.,
Secretary and Custodian, and Assistant in Geology and Geography
Marian Rider Robinson, M.A., *Custodian of the Edith Hemenway Eustis Library*
Elizabeth Hill Weatherby, M.A., *Cataloguer in the Art Department*
Marion Wing, M.A., *Assistant in the Department of Political Science*

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and from the College, Margaret Clapp, Mary E. Chase,
Margery Foster, Jean Glasscock

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103 East 86 Street, New York 28, New York

Mrs. Walter W. Allen, *First Vice-President*
155 Roxbury Road, Garden City, New York

Mrs. George F. Jewett, *Second Vice-President*
West 612 Sumner Avenue, Spokane 9, Washington

Mrs. Herbert Elsas, *Secretary*
3510 Paces Ferry Road, N.W., Atlanta, Georgia

Mrs. E. Norman Staub, *Treasurer*
110 Loring Road, Weston 93, Massachusetts

Committee Chairmen

Miss Helen D. Harbison, *Alumnae Fund*
The Barclay, Philadelphia 3, Pennsylvania

Mrs. William L. West, *Class Presidents*
2976 Falmouth Road, Shaker Heights 22, Ohio

Mrs. Charles D. Post, Jr., *Publications*
15 Clark Road, Wellesley Hills 82, Massachusetts

Mrs. Paul W. Burkholder, *Clubs*
21 West 46 Street, Indianapolis 8, Indiana

Mrs. Paul L. Mansfield, *Alumnae Secretary*
Wellesley College

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The President is ex-officio a member of all committees of the Academic Council.

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Committee on Discipline: President Clapp (*Chairman*), Mrs. Goodman; and (*ex officiis*) the Dean of Students, and the Dean of Residence.

Committee on the Faculty Fellowship and Research Awards: President Clapp (*Chairman*), Misses Kohn, Law; Mrs. Goodman; and (*ex officio*) the Dean of Instruction.

Committee on Faculty Publications: Dean Whiting (*Chairman*), Misses Boyce, Heidbreder, E. F. Wilson; Mrs. Curran, Mrs. Ruiz-de-Conde.

Committee on Graduate Instruction: Miss Robathan (*Chairman*), Misses Gilchrist, Goodfellow, E. F. Wilson; Messrs. Houghton, Lacheman, Zigler; and (*ex officio*) the Director of the Department of Hygiene and Physical Education.

Committee on Graduate Scholarships and Fellowships: Miss Bosano (*Chairman*), Misses E. E. Jones, Waterman; Mrs. Haring; Mr. La Rue.

Lecture Committee: Mr. Curtis (*Chairman*), Mrs. Houck; Mr. Kerby-Miller; and the Dean of Residence and two student representatives.

Library Committee: Miss Balderston (*Chairman*), Misses LaPiana, L. P. Smith, Williams; Mrs. Mallory; and (*ex officiis*) the Librarian; Misses Boyce, French, Quartz, Sleeper.

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Committee on Reappointments, Promotions and Dismissals: President Clapp (*Chairman*), Misses H. T. Jones, Hawk (2nd sem.), McCarthy (1st sem.), Russell; Mrs. Killough (1st sem.); Mr. Hinners (2nd sem.), Mr. Houghton; and (*ex officio*) the Dean of Instruction.

Committee on Scholarships: Dean Wilson (*Chairman*), Misses Coolidge, Michael, Onderdonk; Mr. Jenks; and (*ex officiis*) the Class Deans, the Dean of Residence, the Recorder, the Director of Admission, and the Adviser to Foreign Students.

Committee on Student Records: Dean Wilson (*Chairman*), Misses Child, McCosh, Russell; Mrs. Guernsey; Mr. Denbeaux; and (*ex officiis*) the Dean of Instruction, the Class Deans, and the Recorder.

Representatives on Joint Committees

Alumnae Council: Misses Beall (2nd sem.), Bosano, Coe, Frisch; Mrs. V. R. Miller (1st sem.), Mrs. Stephens, Mrs. Wilson; Messrs. Denbeaux, Lambie, La Rue.

CHAPEL BOARD: Misses Creighton, Onderdonk; Mr. Denbeaux.

SOCIAL SCHEDULE COMMITTEE: Misses Eiselen (2nd sem.), E. K. Wells (1st sem.); Mr. La Rue; and (*ex officiis*) Dean Lindsay; Miss Glasscock; Mrs. Twombly.

CONFERENCE OF SEVEN COLLEGES: Miss Hawk; and the Dean of Instruction, by appointment of the President.

THE SENATE OF THE COLLEGE GOVERNMENT ASSOCIATION: Misses Roehm (to Nov. 1 and after Mar. 1), Taylor (from Nov. 1 to Mar. 1), Tompkins; Mrs. Rhett; Mr. Gale; and (*ex officio*) the Dean of Residence (non-voting).

STUDENT ORGANIZATION FUND SUBCOMMITTEE: Miss Corsa.

SERVICE ORGANIZATION: Miss D. Jones; Mr. Stoodley.

THE SUPERIOR COURT OF THE COLLEGE GOVERNMENT ASSOCIATION: Misses Evans, Prentiss (2nd sem.); Mrs. Colburn (1st sem.), Mrs. Robertson.

HISTORICAL SKETCH

WELLESLEY COLLEGE is one of that group of women's colleges established in the nineteenth century to offer to young women the educational opportunities "equivalent to those usually provided in colleges for young men." The motive of its founder, Henry Fowle Durant, was, however, something more than the enrichment of the experience of young women for their own sake. Addressing the first students in the fall of 1875 he said, "You mistake altogether the significance of the movement of which you are a part if you think this is simply a question of a college education for girls. I believe that God's hand is in it; . . . that He is calling to womanhood to come up higher, to prepare herself for great conflicts, for vast reforms in social life, for noblest usefulness."

To the end of preparing women for positions of responsibility, Mr. Durant insisted from the beginning on the maintenance of high academic standards, and of healthy community life in beautiful surroundings. He built an impressive College Hall on his own spacious estate twelve miles west of Boston, and spared no pains to make his gift contribute to the aesthetic development of students. He began to beautify the four hundred acre campus which has become one of Wellesley's distinctive assets. He encouraged the inclusion in the student body of representatives from all parts of the country and from foreign lands. He placed more emphasis on personal quality than on the accident of economic status, and he maintained a real democracy within the college family. He opened unusual professional opportunities to women on the faculty. He introduced laboratory work in science before it was widely recognized as academically necessary. He recognized the significance of the arts in education and encouraged "learning by doing." He assumed that religion was a normal part of the life of educated people and made provision for its study and expression in the program of the new community.

From the beginning the Board of Trustees has been composed of men and women whose interests have been far-reaching in New England and around the world. The present board includes ministers, educators, financiers, businessmen, lawyers, an architect, and a doctor—all of them men and women of wide cultural interests. It is a working board. Four of its regular members are nominated by vote of the Alumnae Association. An unusual feature of organization is the membership of a "faculty trustee" who is not a member of the faculty but is nominated by the Academic Council.

The history of the College falls into two fairly distinct periods, before and after the College Hall Fire. The College was chartered on March

17, 1870, but the planning of the program and the construction of College Hall required five years of effort and the opening did not occur until September, 1875. In a surprisingly short period, under the leadership of President Ada Howard (1875–1881) and Alice Freeman (1881–1887), the institution became established as a well-known college. It borrowed ideas and methods from various institutions, notably Mount Holyoke Seminary's program of domestic work for each student. It drew heavily on the resources of Harvard University but at once assumed responsibility for copying nothing blindly and for introducing a type of instruction which gave scope to the initiative of students.

During the presidencies of Helen Shafer (1887–1894) and Julia Irvine (1894–1899) the curriculum was expanded and what had been an experimental venture became accepted as a permanent part of the educational scene. President Caroline Hazard (1899–1910) brought to the academically mature College the graciousness of the artist. Music, art, gracious living were re-emphasized as important factors in a community of educated people.

On the night of March 17, 1914, College Hall burned to the ground. The orderly evacuation of the building with no injury to any occupant won world-wide fame for the already well-known College. In the emergency created by this catastrophe President Ellen Fitz Pendleton (1911–1936) came to the position of leadership which made her indeed the builder which she will always be in the grateful memory of Wellesley women. Within twenty-five years the College grew into a beautifully equipped and well-endowed college. More significantly, Miss Pendleton guided the reorganization of the faculty into a democratically controlled policy-making body which worked consistently to maintain and develop a vital curriculum and community life. She assisted in the formation of a vigorous Alumnae Association and presided over the magnificent efforts of the trustees and alumnae to raise money to rebuild, expand, and endow the College.

The emphasis on Wellesley as a residential college in which young scholars and older scholars together "apprehend truth and discover permanent values by which to live" was continued and increased during the administration of Mildred McAfee Horton (1936–1949). Mrs. Horton also, in a sense, symbolized the complete emancipation of Wellesley from any vestiges of insularity. As she said, "Wellesley's 'ivory tower' has clear windows and outward swinging doors. From its windows students see a wide and profoundly interesting world. Through its doors they emerge to serve that world with faithful honesty and honest faith." She herself was internationally known as an educator and administrator, and during World War II was the first director of the WAVES.

Margaret Clapp, the second alumna president in the history of the

College, took office on July 1, 1949. A historian and biographer, she was awarded a Pulitzer prize in 1948 for her biography, *Forgotten First Citizen: John Bigelow*, originally written as her thesis for the Ph.D. degree from Columbia University.

Wellesley College started with three hundred students, most of them in a preparatory department which was part of the College until 1879. It has become a college of seventeen hundred students. Its first graduating class numbered eighteen. Today its more than 20,000 alumnae represent every state of the United States and some sixty-five foreign countries. Commensurate with this growth, the external aspects of the College have changed almost completely. Starting with one building, it now has forty-eight. It began with Mr. Durant's private library of 8,000 volumes; its present library numbers over 269,000 volumes. Its one gymnasium room has been replaced by two large buildings to provide instructional and recreational facilities for the graduate department of Hygiene and Physical Education and for the enlarged undergraduate group.

In all the externals Wellesley College has changed, but through the years it has retained its distinctive character. It continues to maintain the intellectual disciplines underlying our civilization and to motivate Wellesley women to prepare themselves "for great conflicts, for vast reforms in social life, for noblest usefulness."

THE COLLEGE COMMUNITY

Wellesley is a residential college. The conditions of life at Wellesley are designed to facilitate and supplement the scholar's activity.

The Deans are the officers most directly concerned with the organization of the academic community. In addition to the Dean of Instruction, the Dean of Students, and the Dean of Residence, there is a dean for each class. The Dean of Freshmen is *ex officio* a member of the Board of Admission and is, therefore, in a favored position to help entering students take their places in the life of the College. At the beginning of the sophomore year, each class is assigned to a member of the teaching staff who is relieved from some duties in order to assume responsibility as the academic adviser for the class during its last three undergraduate years. The Dean of Students is chairman of the class deans and is especially responsible for the interpretation of educational policy to the students. The Dean of Instruction is in charge of those matters of educational policy and administration which relate especially to the faculty.

Halls of Residence are maintained for all undergraduates except those within commuting distance who prefer to live at home. A Head of House presides over each residence and coöperates with the student officers to develop the house group as a congenial social unit. Most of the campus halls have resident faculty members, and other members of the faculty are frequently entertained in the houses by students. There are thirteen freshman houses. Nine of these are in the village, not far from the campus, and accommodate more than half the entering class. Each freshman house has a freshman president with a junior as her adviser. In each of the other campus houses, members of at least three classes are in residence. Rooms are assigned to new students in the order in which their original application fees have been received.

Since 1943 each student has contributed her services to the work of the dormitory, first because of the war-time shortage of domestic employees, and later because of the necessity for economy in operating costs. In addition to cleaning their own rooms, all students give two or three hours a week to cover the service in the dining rooms and to answer bells. The schedule for this work is made and directed by a student Head of Work in each house.

Married students may be given permission by the Class Dean and the Dean of Residence to live in college houses provided (a) that they pay the full semester fees in advance, not on the partial payment plan; (b) that they understand there will be no refund if withdrawal is caused by conditions directly related to their marriage; (c) that they agree to ask no special favors or exceptions to house rules, on the grounds of

their marriage, for themselves or their husbands; (d) that if they are scholarship recipients they will submit revised applications to the Scholarship Committee.

RELIGIOUS SERVICES are held daily in the College Chapel. On week days these are conducted by some member of the faculty, except on Thursday when a member of the senior class is the leader. The Sunday morning services are led by visiting clergymen of many denominations. In all these services the college choir, led by a member of the department of Music, participates; and, in addition, there are a number of special musical vesper services during the year. The Wellesley College Community Chapel is an organization which has an active part in all religious services, programs, and activities on the campus.

THE HEALTH SERVICE is directed by the college physicians in coöperation with the department of Hygiene and Physical Education. The medical staff includes four physicians, one of whom is a psychiatrist. A visiting nurse is available for visits to student houses, and a clinic is open without charge to all students at Simpson Infirmary, where eight trained nurses are in constant attendance. The proximity of the College to Boston permits frequent conference with other doctors, and early consultation in case of serious illness is assured. Hospitals in Boston and Newton are so accessible that immediate care can be given to any type of illness or accident. In case of serious illness, parents are notified by telephone or telegram. Seven days of infirmary care are allowed without charge to resident students provided no extra service is required.

Emphasis is laid on preventive medicine and on the maintenance of healthy living conditions on the campus. Campus employees are examined by a college physician, and the doctors coöperate with the dietitian and purveyor in the selection of food.

THE PLACEMENT OFFICE, established by the Founders of the College as the Teachers' Registry, includes in its scope the placing of seniors and alumnae in teaching and other professions, and in business, government, and industry; the supplying of information about training courses, apprenticeships, and assistantships; the arranging of lectures and discussions on occupations; and the scheduling of interviews with employers who visit the College. Registration for placement is open to all who have taken courses in Wellesley College. Undergraduates are welcome to use the office for information, suggestions, and advice at any time. Each senior is invited to register and is assisted in formulating plans for the future. A library of books, pamphlets, current magazine and newspaper articles of vocational interest is maintained and is available to any interested student or alumna. Additional information can be secured from members of the placement office staff. The office maintains files, collects credentials, and is the source of information concerning the vocational equipment and experience of

Wellesley women. The registration fee is two dollars for life membership, and no commission is charged for placement. The office also registers undergraduates and alumnae for summer work, and has charge of undergraduate employment during the school year.

The College Government Association is responsible for the maintenance of efficient organization of the undergraduate community. It is directed largely by students, though it receives its charter from the Academic Council of the Faculty, which has representatives on its governing boards. Other student organizations foster a variety of interests: the Athletic Association; the Barnswallows (dramatic) Association; the Community Chapel; the Forum; the Cosmopolitan Club; Dance Group; Guild of Carillonneurs; Flying Club; Radio; and numerous departmental clubs. The Wellesley College Service Organization participates in the work of numerous service agencies in the neighborhood. It also raises and distributes funds for educational and philanthropic agencies.

ACADEMIC AND COMMUNITY BUILDINGS

(Listed in order of construction)

College Hall, the first academic building of Wellesley College, was the gift of the founders, Mr. and Mrs. Henry Fowle Durant. In 1875 it was finished and equipped under the close personal supervision of the founders. On March 17, 1914, all but one wing of this historic building was destroyed by fire. That wing, in constant use since 1914, was remodeled in 1936 and houses the department of Geology and Geography. It is located on the hill overlooking Lake Waban.

Music Hall and Billings Hall are large brick buildings devoted to the department of Music. Music Hall, built in 1880, contains offices, practice studios, and listening rooms, and includes in its equipment thirty-five pianos, six phonographs, a recording machine, and a two-manual organ. The ground floor of Billings Hall (opened in 1904) is given over to the department offices, two classrooms, and a small auditorium. These are equipped with six pianos, a clavichord; a Challis two-manual, five-pedal harpsichord; two phonographs, a microfilm reader, and a projector. The second floor is occupied by the Music Library and the office of the Research Librarian in Music.

Simpson Infirmary, a brick building erected in 1881, was used as a residence hall until 1908. It now provides living quarters for the Resident Physician and the infirmary staff.

Adjoining this building is a thoroughly modern hospital unit completed in February, 1942. Besides the doctors' offices and well-equipped clinic, there are twenty-three patients' bedrooms, lounges, and a solarium.

The Farnsworth Art Building was the gift of the late Isaac D. Farnsworth in 1889. It contains lecture rooms and exhibition galleries and is used by the department of Art for its library, study rooms, laboratories and studios.

Through the active interest of friends of the College, the Museum contains a small but representative selection of monuments from different periods and styles: Egyptian minor arts; the M. Day Kimball collection of classical sculpture, including a Polyklitan figure of an athlete; Græco-Buddhist stucco sculpture from Kashmir; one large mosaic from Antioch, and a small fragment of an Antioch mosaic; a fragment of a mosaic from the Baths of Caracalla; a few Italian primitives; a 16th century tapestry; the James J. Jarves collection of textiles and laces; several pieces of Romanesque and Gothic sculpture; four fragments of stained glass; a polychrome terracotta bust of the Virgin attributed to Silvestro dell'Aquila; a Terborch, Furini, Magnasco and Crespi; a Flemish painting c.1550; a Kolbe and a Lehmbruck; a large

sculpture by María; an early Corot; a water color by Cézanne; a late Renoir; a water color by Prendergast; a Berman; two miniatures by Artemis Tavshanjian; a few etchings by Durer, Rembrandt, and Whistler; and some very fine Old Master drawings.

The Chapel was presented in 1899 by Miss Elizabeth G. Houghton and Mr. Clement S. Houghton as a memorial to their father, Mr. William S. Houghton, a trustee of the College from 1880 to his death in 1894. Its windows include memorials to the Founder of the College and to various alumnae and members of the faculty. Behind the memorial tablet (by Daniel Chester French) in honor of Alice Freeman Palmer are the urns holding her ashes and those of her husband, Professor George Herbert Palmer, trustee of Wellesley College from 1912 to 1933. The three-manual, Aeolian-Skinner organ of ninety-one stops was dedicated in the fall of 1936.

The Whitin Observatory is a one-story building of brick, faced with white marble, situated on a small hill on the college grounds and devoted entirely to the use of the department of Astronomy. The Observatory House, a faculty residence, is nearby. The Observatory, the House, and much of the astronomical equipment are gifts of the late Mrs. John C. Whitin.

Mary Hemenway Hall, on the western border of the campus, was erected in 1909 as headquarters of the department of Hygiene and Physical Education when the Boston Normal School of Gymnastics became a part of Wellesley College. It contains lecture rooms, laboratories, offices, and the library of the department of Hygiene and Physical Education.

The Library of the College, originally endowed by Eben Norton Horsford, now numbers over 269,000 volumes, including the departmental libraries. The building of the Main Library was the gift of Andrew Carnegie. It was opened for use in 1910 and was enlarged to its present size in 1916, with seating capacity for 539 readers. The books in the Main Library form a collection chosen primarily for the use of students and faculty in literature and languages, the social sciences, philosophy, mathematics, Biblical history, and geography.

The following departmental libraries are located in the buildings of the respective departments: Art, Astronomy, Botany, Chemistry, Education, Geology, Hygiene, Music, Physics, Psychology, and Zoölogy.

The Library subscribes to approximately eleven hundred American and foreign periodicals, including representative daily newspapers, and to the official printed documents of the United Nations. Since 1943 the Library has been designated to receive for deposit on a selective basis publications of the United States Government.

The Special Collections in the Library offer the undergraduate

and graduate student a rich field for investigation and research. In addition to the Rare Book Collection, rare and semi-rare books form a part of the Ruskin Collection, and the English Poetry Collection. To the original George Herbert Palmer Collection of English Poetry has been added the Katharine Lee Bates and the Elizabeth Manwaring Collections of modern poetry. Other gifts, including the Sara Teasdale bequest, have augmented this Poetry Collection. The Elbert Collection on the Negro in Slavery is another separate collection worthy of mention. The Book Arts Collection supports a special book arts program of extracurricular interest. The Laura Hibbard Loomis Collection of Medieval Literature and the Mayling Soong Foundation's Collection on the Far East, while not separate collections, deserve recognition for their contribution to these special subject fields.

The Brooks Memorial Room provides comfortable and beautiful surroundings with carefully selected books for leisure hours of reading.

The resources of the Library are readily discovered and located through the divided card catalogue of author and title entries, and subject entries, supplemented by standard printed indexes and bibliographies. Special effort is made to teach students the techniques of library use and methods of research. With the exception of those special collections containing rare and semi-rare items, the Library's resources are directly available to readers.

THE PAGE MEMORIAL SCHOOL on the college campus has two small buildings and is devoted to the education of young children. It is a center for child study, observation, and participation for students from all departments of the College.

FOUNDERS HALL, a building for lecture rooms and department offices pertaining to instruction in the liberal arts, was opened for use in 1919. The hall was built from the Restoration Fund, secured for the College through trustees, faculty, alumnae, and other friends, and replaces in some part College Hall, the first and main building of the College. The building is dedicated as a memorial to the Founders of the College.

ALUMNAE HALL, built in 1923 as the gift of the alumnae for a recreation center, contains an auditorium seating 1,570, a ballroom, the office of the Director of the Theater, and the studio of the College Radio. There is also a recreation room, known as "The Well", which contains a soda fountain, tables for light refreshments, and a nickelodeon.

SAGE HALL was built to house the departments of Botany and Zoölogy and Physiology. The first unit for the department of Botany was erected in 1927, and the Zoölogy and Physiology unit in 1931. The principal donor was Mrs. Russell Sage.

HETTY H. R. GREEN HALL, the administration building, was in large part the gift of Mrs. Green's son and daughter, Colonel Edward H. R. Green and Mrs. Matthew A. Wilks. It contains the administrative offices, class and seminar rooms, the faculty assembly hall, and offices of student organizations. The Galen L. Stone Tower, named for its donor, contains a carillon which was the gift of Mrs. Charlotte Nichols Greene.

PENDLETON HALL was opened in 1935. It was named at the request of the undergraduates in honor of Ellen Fitz Pendleton, President of the College from 1911 to 1936. This building houses the departments of Chemistry, Physics, and Psychology.

THE RECREATION BUILDING, containing the GEORGE HOWE DAVENPORT SWIMMING POOL, was opened in March, 1939. It is the gift of many donors, two of whom, Mr. and Mrs. Davenport, gave large sums. This building has many facilities, including squash and badminton courts, and is used for the indoor activities of the physical education classes. It also serves as a recreation center for students, faculty, administration, alumnae, and their guests.

RESIDENCES

The college residences are grouped into several units on and off the campus.

The Hazard Quadrangle consists of four houses having approximately 100 students in each: Beebe, Cazenove, Pomeroy, and Shafer Halls.

Munger Hall is adjacent to the Hazard Quadrangle and accommodates 120 students.

The Tower Court group receives its name from the largest of its three buildings (which accommodates 240) and includes, also, Claflin Hall (with 115 students) and Severance Hall (with 145).

Stone and Olive Davis Halls form one building, though each half is operated as an independent unit for 80 students.

Norumbega Hall (with 50 freshmen) is centrally located on the hill with Green, Founders, and Pendleton Halls, and the Farnsworth Art Building.

Dower House and Homestead are campus residences, each accommodating about 35 freshmen who take their meals at Navy House.

Navy House, so named because it was moved from a Naval Air Station where it had been a women officers' quarters, is a temporary house for 50 freshmen.

Nine houses in the village—Crofton, Eliot, Elms, Joslin, Washington, Webb, Wiswall, Little, and Noanett—form a residence unit for approximately 250 freshmen.

Fiske House, the Graduate Club House, accommodating 30, is the social headquarters for all graduate students.

Horton, Shepard, and Hallowell Houses, and Cedar Lodge are club and apartment houses for members of the faculty. They are located in close proximity to the campus.

The President's House, Oakwoods (the home of the Dean of Students), and Crawford House (the home of the Dean of Residence), are on the campus.

Each of the larger student residences contains several faculty apartments.

ADMISSION

STUDENTS interested in a course of study leading to the Bachelor of Arts degree should apply for admission to Wellesley College as freshmen. A few students whose work in other colleges has been of high standard are accepted as juniors and seniors. Admission is competitive, and students are selected by the Board of Admission on the basis of evidence of scholarly attainment, character, personality, and general promise of ability to profit by the college experience. The College accepts students from all parts of this country and from foreign countries both for undergraduate and graduate study.

Application for Admission

All communications concerning admission should be addressed to the Board of Admission, Wellesley College, Wellesley 81, Massachusetts.

Forms for application will be furnished on request. An application fee of ten dollars is required of all applicants and no registration is recorded until the fee is received. If the candidate cancels her registration or does not enter the College for any reason, the fee is not refunded, but it may be transferred to apply to a later year if the request for the transfer is received within a reasonable time after the beginning of the year for which the candidate is registered to enter college.

A report from the applicant's physician showing that she is organically sound and in good health, together with a certificate of vaccination and any required tests, must be filed with the Board of Admission well in advance of the date of entrance. The College reserves the right to reject any candidate who, in the opinion of the college physicians, is not fitted for work in the college community, and to dismiss at any time a student who does not coöperate fully with the college health officers.

The College reserves the right to require the withdrawal at any time of any student whose academic work is below diploma grade or who in the opinion of the College authorities is not contributing to the College or benefiting from residence in it. No more specific reason need be assigned, and no fees already paid the College will be remitted in whole or in part.

Admission to the Freshman Class

Application for admission to the freshman class may be made to the Board of Admission at any time up to March 1 of the year of entrance. A student is advised to make application not later than the beginning of her junior year in secondary school so that her school program may be approved before it is too late to make schedule changes. Since rooms are assigned according to the date of application,

there is an added advantage in early registration. The date of application is not, however, a factor in determining admission.

In selecting the freshman class, the Board of Admission reviews school records, recommendations, information from the candidate concerning her interests and plans of study, and the results of the Scholastic Aptitude and Achievement Tests. From the complete list of applicants a class of about four hundred and fifty is chosen. Candidates receive notification of the results of their applications in May.

Students who are interested in admission should read carefully the recommendations concerning secondary school subjects to be offered for entrance and the statement concerning the College Board tests.

ADMISSION UNITS

A study of the requirements for the college degree on pages 44 to 48 will indicate to the applicant for admission the relationship between her secondary school subjects and the curriculum of Wellesley College. In general, the best preparation for college work is provided by courses in English, foreign languages, mathematics, history, and science, and students are advised to include all of these subjects in their secondary school programs.

The Board of Admission has outlined a plan of units * of study designed to meet the needs of most students. Other plans are, however, possible, and if a student will submit her entire program to the Board, she will be told whether it is satisfactory. The recommended plan is as follows:

English . . . . . 4 units

Foreign languages . . . . . 5 units

It is recommended that these 5 units be divided as follows: Latin or Greek, 3 units; a modern language (French, German, Spanish, or Italian), 2 units. Other combinations may also be acceptable, but no credit will be given for one unit of a foreign language. The Board of Admission will be glad to answer inquiries concerning language programs.

Mathematics . . . . . 3 units

These units should consist of algebra, 2 units, and plane geometry, 1. When only 2 units of mathematics are offered, one must be in algebra, the other in geometry.

History . . . . . 1 unit

This unit may be in any branch of history. Students interested primarily in languages, literature, and the arts are advised to take 2 units of history, one of which should be European.

* A unit represents one year's study in any one subject, constituting approximately a quarter of a full year's work.

Science . . . . . 1 unit
A laboratory science, biology, chemistry, or physics, is preferable. General science is accepted as an elective unit.

Elective subjects . . . . . 2 units
Additional units in any of the subjects listed above may be included, or courses in history of art, music, Biblical history, and social studies.

Music may be offered for 1, 2, or 3 units as follows: 1 unit, fundamentals of music; 2 units, fundamentals of music and literature of music, or fundamentals and practical music; 3 units, fundamentals of music, literature of music, and practical music.

Students who have fewer units in some of the subjects than the plan calls for may have satisfactory preparatory programs if they have strong sequences of courses in one field. Programs which differ markedly from the recommended one should be approved by the Board of Admission in advance of application. In considering an unusual preparatory course, the Board takes into account the student's special interests and the school's opinion of her ability and equipment for college work.

The ability to typewrite is extremely helpful to the college student in taking notes and writing papers. High school students should acquire this skill as soon as possible. Admission credit is not given for typing, but the Board of Admission considers it a valuable asset and correspondingly evaluates it with extracurricular activities and summer employment.

The Board of Admission welcomes information concerning new curricular plans or courses which secondary schools are recommending to their students.

SCHOOL RECORDS

Complete records of a student's work in secondary school are required. Blanks for records through the first semester of the senior year are sent to school principals in January. Supplementary reports are sent for at the close of the final semester.

The school record must be supplemented by statements from the school principal concerning the special abilities and interests of the student, power of sustained work, good health habits, integrity, sense of responsibility, initiative and self-reliance in work and in social relationships. The College wishes to be informed of circumstances which may have furthered or interfered with a student's work and of special honors and accomplishments.

TESTS FOR ADMISSION

All candidates for entrance to the freshman class are required to take

the Scholastic Aptitude Test and three achievement tests given by the College Entrance Examination Board. Application for these tests must be made directly to the College Board in Princeton, New Jersey, by the candidate herself. The candidate is likewise responsible for having the scores of her tests sent to the college. The dates for making application are given below.

The Scholastic Aptitude Test, which includes both verbal and mathematical sections, is designed to test a student's general aptitude for college work. Candidates desiring to take this test at the end of the junior year for guidance purposes are encouraged to do so. All candidates are required to take this test in the senior year at one of the regular examination series.

Achievement tests are given in English composition, social studies, four foreign languages, three sciences, and mathematics. (See below for the complete list of tests.) Candidates for admission to Wellesley are required to take the English test and two others chosen from different fields. These tests should be taken in 1951 on March 10 so that the Wellesley Board of Admission will have the results when it meets in April to select the freshman class. The Scholastic Aptitude Test should also be taken at this time if it has not been taken earlier.

Attention is called to the fact that the achievement tests are designed to be taken in stride without extensive review or extra study and without any speeding up of the school program. The result of each test is judged in relation to the number of years a candidate has spent studying the subject. These tests should not be taken until the senior year.

Candidates from foreign countries are expected to take the College Entrance Examination Board tests if it is possible for them to make arrangements to do so.

GENERAL INFORMATION CONCERNING TESTS

The College Entrance Examination Board will hold a complete series of examinations on each of the following dates:

Saturday, December 2, 1950 — Saturday, March 10, 1951
Saturday, January 13, 1951 — Saturday, May 19, 1951
Wednesday, August 15, 1951

On each of the dates listed above, the schedule of tests will be as follows:

8:45 A.M.—Scholastic Aptitude Test (Verbal and Mathematical Sections).

1:45 P.M.—Achievement Tests—Not more than three of the following one-hour tests may be taken:

English Composition
Social Studies
French Reading
Spanish Reading
Chemistry
Biology

Latin Reading	Physics
German Reading	Intermediate Mathematics
	Advanced Mathematics

In addition, at the March, 1951 series only, achievement tests in Greek Reading and Italian Reading will be offered, but only to those candidates who register in advance specifically for these tests. Candidates may not offer Spatial Relations.

The schedule permits a candidate to take the morning Scholastic Aptitude Test and a maximum of three of the Achievement Tests in the afternoon.

Copies of the Bulletin of Information may be obtained without charge from the College Entrance Examination Board. The Bulletin contains rules regarding applications, fees and reports; rules for the conduct of the tests; advice to candidates; descriptions of the tests; sample questions; and lists of examination centers.

Candidates should make application by mail to the College Entrance Examination Board. Students who wish to take the examinations in any one of the following western states, territories, and Pacific areas: Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Territory of Alaska, Territory of Hawaii, Province of Alberta, Province of British Columbia, Republic of Mexico, Australia, and all Pacific islands including Formosa and Japan, should address their inquiries and send their applications to The College Entrance Examination Board, P.O. Box 9896, Los Feliz Station, Los Angeles 27, California. All others should write to The College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

Application forms will be sent to any teacher or candidate upon request. When ordering the forms, candidates should state whether they wish forms for the December, January, March, May or August tests. Application forms for the December tests will be available early in the fall; those for the January tests will be ready for distribution about November 22; those for the March series, January 3; forms for any other particular series will be available immediately after the preceding series has been held. A copy of the Bulletin of Information is automatically sent to every candidate requesting an application blank.

Each application should be accompanied by the appropriate examination fee. A detailed schedule of fees follows:

One three-hour morning program and one, two, or three Achievement Tests	$12.00
One three-hour morning program only	6.00
One, two, or three Achievement Tests when taken alone	8.00

All applications and fees should reach the office of the Board not later than the dates specified in the following schedule:

	December 1950 Series	*January 1951 Series*	*March 1951 Series*	*May 1951 Series*	*August 1951 Series*
For examination centers located					
In the United States, Canada, Mexico, or the West Indies	Nov. 11	Dec. 23	Feb. 17	April 28	July 25
Outside the United States, Canada, Mexico, or the West Indies	Oct. 14	Nov. 25	Jan. 20	March 31	June 27

Applications received after these closing dates will be subject to a penalty fee of three dollars in addition to the regular fee.

Candidates are urged to send in their applications and fees as early as possible, preferably at least several weeks before the closing date, since early registration allows time to clear up possible irregularities which might otherwise delay the issue of reports. Under no circumstances will an application be accepted if it is received at the Board office later than one week prior to the date of the examination. No candidate will be permitted to register with the supervisor of an examination center at any time. Only properly registered candidates, holding tickets of admission to the centers at which they present themselves, will be admitted to the tests. Requests for transfer of examination center cannot be considered unless these reach the Board office one week prior to the date of the examination or earlier.

The Board will report the results of the tests to the institutions indicated on the candidates' applications. The college will, in turn, notify the candidate of the action taken upon her application for admission. Candidates will not receive reports upon their tests from the Board.

Summary of Procedure

The following schedule should be observed by all candidates for admission to the freshman class in 1951:

1. Application for admission should be made before March 1.
2. Information blanks sent by the College to applicants should be filled in and returned within one week after they are received.
3. Scholarship applications and requests for financial aid should be filed in the office of the Dean of Students before March 1. (A scholarship application blank must be obtained in advance. For information on basis of award, see page 162.)
4. Applications for the Scholastic Aptitude and achievement tests

to be taken on Saturday, March 10, 1951, should be sent to the College Entrance Examination Board in February or earlier. The exact dates on which applications are due appear above.

5. Three photographs are due by March 1. These should be of standard passport size, glossy prints if possible. They should show head and shoulders only. The candidate's name and address must appear on the back of each picture.
6. A form for a health report will be sent to candidates. The health certificate must be complete and approved by the health department at the College before a student enters college.

ADMISSION TO ADVANCED STANDING

If a student has maintained an excellent record in an accredited college and has special interests which she can follow at Wellesley College she may apply for admission to the sophomore or junior class. The number of students who can be admitted with advanced standing in any year, however, is small, and only students with unusually good records are encouraged to apply.

A candidate must present evidence that she has had the subjects required for admission to the freshman class and that she has achieved a satisfactory score on the Scholastic Aptitude Test of the College Entrance Examination Board. She should submit a written statement of her reasons for wishing to transfer to Wellesley College and must secure from the college previously attended a transcript showing that she has attained a superior record in a program that is compatible with the requirements indicated on page 44. A candidate should be entitled to honorable dismissal from the college which she has attended and should be recommended by her instructors and Dean. Admission to advanced standing is competitive. The Board of Admission reserves the right to reject the application of any candidate who falls below the standard of any given year, set by the records of that year's candidates.

A candidate whose application for admission as a sophomore has been rejected will not be considered for admission as a freshman, nor may a rejected applicant for junior standing be considered for admission as a sophomore. Students who have carried an adequate college program for at least one year in an approved institution, whether a four-year college or a junior college, may not disregard that record and apply for admission as freshmen, but must apply under the conditions governing admission with advanced standing.

To obtain the B.A. degree, a student must be in residence at Wellesley College for at least two years, one of which must be the senior year. The work of these two years must include all the prescribed work (see page 44) not covered by the credentials submitted and such courses as

are needed to meet the requirements for distribution and concentration (see page 45). Credit for courses completed at another college is tentatively granted early in the first year of residence, but determination of credit, which will depend upon the quality of the student's work at Wellesley College, is not made until the end of the year.

Application for admission should be made to the Director of Admission as early as possible and, in general, not later than April 1 of the year in which admission is sought. The selection of students for admission with advanced standing will be made in July of the year in which entrance is desired.

READMISSION

No student who has withdrawn from college is automatically readmitted. Application for readmission should be made to the Secretary of the Committee on Student Records.

ADMISSION OF FOREIGN STUDENTS

Students living in foreign countries who wish to enter Wellesley College are asked to make application before February first of the year in which they wish to enter college. An application should be accompanied by a letter written by the student giving her reasons for wishing to study in the United States and a detailed statement of her previous educational experience or a transcript of her record. Inquiries concerning admission and scholarships should be sent to the Foreign Student Adviser, Wellesley College.

ADMISSION OF CANDIDATES FOR THE M.A. AND M.S. DEGREES

Candidates for the degree of Master of Arts, Master of Arts in Education, or Master of Science in Hygiene and Physical Education must hold the Bachelor's degree from a college of satisfactory standing, and must present adequate credentials signifying their ability to carry on the work for the degree.

Application for admission as a graduate student in any department should be made upon forms which will be furnished by the Chairman of the Committee on Graduate Instruction. It is desirable that the application be sent by March first of the year in which the student proposes to enter. It should be accompanied (1) by the official record of courses and grades, (2) by a copy of the catalogue of the institution attended, marked to indicate the courses taken, and (3) by letters of recommendation from two professors in the applicant's major department.

Graduate scholarships are described on page 165.

For requirements for the M.A. and M.S. degrees see page 50. A circular containing full information for graduate students will be sent on application to the Chairman of the Committee on Graduate Instruction.

Admission of Candidates for the Teaching Certificate in Hygiene and Physical Education

A two years' course, especially designed for the training of teachers of hygiene and physical education, and leading to the teaching certificate of the Department of Hygiene and Physical Education, is offered to graduates of approved colleges who meet the requirements. Full information will be found on page 109.

Correspondence should be addressed to the Chairman of the Committee on Graduate Instruction.

DEGREES

The following degrees are conferred by the Trustees upon recommendation of the Academic Council:

Bachelor of Arts.
Master of Arts.
Master of Arts in Education.
Master of Science in Hygiene and Physical Education.
Certificate in Hygiene and Physical Education.

THE CURRICULUM

The curriculum has been planned to assure for the student the acquisition of certain skills which are of general use; to secure for her a broad foundation of liberal study by acquainting her with methods of work and ways of thinking in several representative fields of knowledge; and finally to develop in her a degree of competence in one field of knowledge through her study of her major subject and work related to the major. Of the hours required for the degree, a certain number is prescribed; a certain number must be elected to fulfill the requirements of work for distribution and work for concentration; the rest may be elected without restriction.

REQUIREMENTS FOR THE B.A. DEGREE

Every candidate for the degree of Bachelor of Arts must complete before graduation 114 semester hours of academic work. The normal program consists of five courses carrying 15 semester hours of credit in each semester of the first three years of the college course, and four courses, 12 hours, in each semester of the senior year. In addition, every student must fulfill the requirements in health education, in physical education, and in speech.

Prescribed Work

Required courses which carry academic credit:

English 100 (freshman year)	6 hours*
Biblical History 104 (sophomore year)	6 hours

* A student whose work in the first semester meets certain standards set by the department may be exempted from the second semester of the course. If a student fails to pass with credit the second semester of English 100, she will be required to take an additional semester course in the sophomore year.

Requirements without academic credit:

Freshmen will be required to attend a series of lectures on the fundamental principles of health, given under the direction of the health officer of the College.

Freshmen and sophomores must complete successfully the prescribed work in physical education, two periods a week.

The Department of Speech will give speech tests to incoming freshmen. Those students whose speech habits are definitely below standard will be required to attend a speech clinic until their defects have been corrected.

Work for Distribution

Twelve semester hours, that is, two year courses or their equivalent in semester courses, shall be elected as indicated from each of the three groups of subjects given below. At least 24 of the 36 hours required for distribution must be elected in the freshman and sophomore years. Twelve hours, not more than six in each of two groups, may be postponed until the junior or senior years.

Group I. Literature, Foreign Languages, Art, and Music.
Departments of English,† French, German, Greek, Italian, Latin, Russian, Spanish, Art, Music.

Twelve hours shall be elected in Group I, six in one department and six in one or two other departments. Of the 12 hours in this group, at least six must be in literature (English or foreign). Literature courses shall be understood to include all courses in English literature, courses in Greek, Latin, and Russian literature in translation, and courses in a foreign language in which the main emphasis is on literature.

Group II. Social Science, History, and Philosophy.
Departments of Economics, Political Science, Sociology, History, Philosophy.

Twelve hours shall be elected in Group II. Six hours must be in one of the following: economics or political science or sociology. The other six hours must be in either history or philosophy.

Group III. Science.
Departments of Astronomy, Botany, Chemistry, Geology and Geography, Mathematics, Physics, Psychology, Zoölogy.

Twelve hours shall be elected in Group III, six in one department, and the remaining six in one or two other departments.* Of the

† English courses with emphasis on writing may not count for distribution.

* If Interdepartmental Course 103 or 106 is elected, the remaining six hours must be taken in departments not included in the interdepartmental course.

12 hours in this group, at least six shall be elected in a laboratory science. This shall be understood to mean astronomy, botany, chemistry, geology, physics, or zoölogy. The combination of Geology 101 and Geography 102, as well as the interdepartmental courses, *An Introductory Course in Physical Science* and *An Introductory Course in Biology*, may also be elected to fulfill the requirement of a laboratory science.

Work for Concentration

Forty-two semester hours shall be elected in one field of concentration, of which a major of 24 to 30 hours shall be in one department, and 18 to 12 hours shall be in courses related or supplementary to the major but falling in one or more departments other than that in which the major is taken.*

All courses are classified in grades I, II, III; grade I indicating elementary courses and grade III the most advanced courses. Of the courses offered to fulfill the requirement of work for concentration, at least six hours of grade III must be taken in the senior year. Of the 42 hours required, at least 18 hours must be above grade I and at least 12 hours must be of grade III.

Courses offered as prescribed work, or as work for distribution, with the exception of French 101, German 101, Italian 101, Latin 102, Russian 100, and Spanish 101, may be counted as part of the 42 hours of work for concentration, unless otherwise specified by the department.

In the second semester of the sophomore year every student shall choose a major subject and shall prepare a provisional statement of the courses to be included in the work for concentration. While in the process of making her plans, she shall have a personal interview with the chairman, or with someone delegated by the chairman, of the department in which she plans to take her major. The student must obtain the signature of the department chairman, or her representative, indicating approval of her plan before she presents it to the Recorder. The final plan of the work for concentration shall be presented not later than the spring of the junior year.

Foreign Language Requirement

Every candidate for the degree of Bachelor of Arts must show before graduation that she has some proficiency in the use of at least one foreign language, ancient or modern. This requirement may be met by passing one of the language tests of the College Entrance Examination Board at an appropriate score, or by passing one of the special language examinations given at Wellesley, or by the completion of a course in college at the second year level or higher. The following courses are of

* In the interpretation of this requirement the Department of Geology and Geography shall count as two departments.

the second year level: French 102, German 102, Greek 201, 202, 205, Italian 201, 202, Latin 103, Russian 200, Spanish 102.

Exemption Examinations

To enable those students who are best prepared for college to anticipate some of the required work or to enter advanced courses as soon as possible, some departments will offer exemption examinations. Eligible students who pass these examinations satisfactorily will, in certain departments, be admitted directly to grade II courses. In certain fields these examinations may also be used to satisfy part of the distribution requirement. No student may thus anticipate more than six of the 12 hours required for distribution in each of the three groups. Such an examination, if given by a department, is described in a paragraph following the directions for election of work in the department.

General Examination

Every candidate for the degree of Bachelor of Arts must pass a general examination in the major subject. A candidate for the degree with honors must pass special honors examinations in place of or in addition to the general examination.

The general examination is intended to test (1) the accuracy, extent, and depth of a student's knowledge of one subject (or field); (2) her intellectual initiative and independence in analyzing, organizing, and relating the material of that subject; (3) her assimilation of and ability to apply leading ideas met in that subject.

Course Examinations

An examination period occurs at the end of each semester. Examinations for the removal of conditions and deficiencies and for advanced standing may be taken during any examination period and at other specified times.

A student who wishes to take an examination upon a course which is not a part of her approved schedule for the year must apply to the Recorder for the requisite card of admission to the examination.

Standard for Graduation

A certain quality grade is required for graduation and, for the purpose of determining this quality grade, numerical values called "points" are given to the grade letters as follows: for grade A, eight points for each semester hour of the course in which the grade is received, A-minus seven points, B-plus six points, and so on to C-minus one point; for grade D (passing), no points; for a grade below D, no points and not counted in hours toward a degree. In order to be recommended for the degree of Bachelor of Arts a student must in each semester attain a

credit ratio of 1.75. (The credit ratio is the ratio of the number of quality points earned to the semester hours carried.) Deficiency of points in any semester may be made good only in accordance with regulations adopted by the faculty. In general, students who are deficient in quality points at the end of the third year or who are otherwise not of diploma-grade standing will not be permitted to continue.

The College reserves the right to require the withdrawal at any time of any student whose academic work is below diploma grade or who in the opinion of the College authorities is not contributing to the College or benefiting from residence in it. No more specific reason need be assigned, and no fees already paid the College will be remitted in whole or in part.

HONORS

The College offers to qualified juniors and seniors an opportunity to study for honors under the special direction of one or more instructors. Although there is considerable flexibility in the kinds of programs which may be arranged for candidates for honors, they will tend to conform to one or the other of two types.

(1) The student will elect a minimum of 42 hours in her special field. These 42 hours or more must be unified by the subject of her investigation. The student's program will include at least six hours of independent work, designated by the number 350 in her program, and may include 9 or 12 hours. The results of her investigation will usually be reported in the form of a thesis, and her work will be tested at the end of the senior year by a comprehensive examination, in part or wholly oral.

(2) The student will elect a regular program with a major normally of 24 to 30 hours and related work of 18 to 12 hours. Her program will include at least three hours of 350 work and may in some cases include as much as 12 hours. The 350 work will be planned to suit the needs of the student, but in all cases it will be designed to enrich her knowledge of and develop her competence in her major field. In the 350 course she may undertake work in a period or field not studied in her regular courses, or work designed to develop connection with a related field, or work to extend and deepen her knowledge of a subject already studied in one of her courses. Such work will be tested by discussions with instructors, or written essays, or examination questions, sometimes set in advance. At the end of the senior year the student will be given either the general examination or a special comprehensive written examination, and a short oral examination.

GENERAL INSTRUCTIONS FOR SELECTING COURSES

The program in the freshman year is as follows:

English 100	6 hours
Electives, 4 six-hour courses	24 hours
Hygiene 121 (no academic credit)	
Total	30 hours

Freshmen normally carry five courses each semester and Hygiene 121, a course in physical education which has two appointments a week. In addition, students whose speech habits are found to be defective will be required to take remedial work in speech.

ELECTIVE COURSES OPEN TO FRESHMEN, ARRANGED BY GROUPS

Group I. Art 100, 105, 106; English 100, 101, 102, 104, 107*, 108; French 101, 102, 103, 104, 200, 201, 202; German 101, 102; Greek 101, 104, 201, 202, 205; Interdepartmental 103, 106, 107*; Italian 101, 201, 202; Latin 102, 103, 104, 105, 106, 201; Music 101, 200, 201; Russian 100*; Spanish 101, 102, 104; Speech 101, 102, 202.

Group II. Economics 101; History 101, 102, 103*; Philosophy 103, 104, 107*; Political Science 100; Sociology 102, 103.

Group III. Astronomy 101; Botany 101, 103; Chemistry 101, 103, 106; Geography 102; Geology 101, 103; Interdepartmental 103, 106; Mathematics 106, 107; Physics 101, 104, 105, 106, 205; Psychology 101*, 103*, 207*, 209*; Zoölogy 101, 102*, 103.

Preparation for Teaching

A student wishing special preparation for teaching may plan a five-year integrated course leading to a Bachelor of Arts at the end of the fourth year and a Master of Arts in Education at the end of the fifth. Such a student should consult her class dean about her plans as early in her course as possible.

The courses in a student's field of concentration and her free electives will be chosen to provide preparation in the subjects which she especially desires to teach. Her program will include also courses in education which will enable her to meet requirements for certification in many states. Practice teaching will be included in the work of the fifth year.

Pre-Medical Course

A student who is planning to study medicine is advised to elect two pre-medical sciences in the freshman year. Attention is called to the fact that 24 hours are required as a basis for the general examination in any department, and that, in general, requirements for admission to medical schools of Class A can be met by 18 hours in chemistry and 12 hours in physics and zoölogy respectively. It is possible to fulfill the

* Requires special permission of Dean of Freshmen.

minimum requirement for medical school and to take the general examination in a field not required for entrance. Since medical school requirements are in the process of change, each student should study carefully the most recent catalogue of the particular school which she has chosen.

Preparation for Hospital and Public Health Work

Students planning to prepare for work in hospital or public health laboratories should begin both chemistry and zoölogy in their freshman year in order to have the necessary foundation for advanced courses. Directions for election, given under the Departments of Botany, Chemistry, Physics, and Zoölogy, should be consulted.

Preparation for Civil Service

A student wishing to qualify for examinations offered by the United States Civil Service Commission or various state and local civil service agencies should consult with her major department and the placement office about appropriate combinations of courses. For many positions some training in statistics and public administration is desirable.

REQUIREMENTS FOR THE M.A. AND M.S. DEGREES

Wellesley College offers graduate work leading to the degrees of Master of Arts, Master of Arts in Education, and Master of Science in Hygiene and Physical Education. A candidate is required to complete twenty-four hours of work. The program may include a thesis embodying the results of original research or reports based on independent work. In general, a candidate is required to work in one department. A candidate for the degree of Master of Arts or Master of Arts in Education is required to have a working knowledge of either French or German, to be tested by examination *at entrance*. Individual departments may require a second language. At least one year of graduate study is required of all candidates, but more time may be needed for the completion of the work. One year in residence is required of all candidates for the Master's degree.

Information regarding requirements for admission, theses, final examinations, etc., will be found in the *Graduate Circular* which will be sent on application to the Chairman of the Committee on Graduate Instruction.

COURSES OF INSTRUCTION

1950–51

THE following courses of instruction are offered by the several departments. The College reserves the right to withdraw the offer of any course not chosen by at least six students.

All courses are classified in grades I, II, III; grade I indicating elementary courses and grade III the most advanced courses. Grade I courses are numbered 100, etc.; grade II courses 200, etc.; grade III courses 300, etc.

The first semester is indicated by (1) following the course number, the second semester by (2). Courses not so designated are year courses.

ART

Professor: BERNARD CHAPMAN HEYL, M.F.A. (Chairman)
Associate Professors: AGNES ANNE ABBOT
JOHN MCANDREW, M.ARCH.
DIRECTOR OF THE ART MUSEUM
SYDNEY JOSEPH FREEDBERG, PH.D.
Assistant Professors: ELIZABETH HOLMES FRISCH
TERESA GRACE FRISCH, PH.D.
DIETHER THIMME
Instructors: ARNOLD GEISSBUHLER[4]
NATALIE ELIZABETH PARK, M.A.
HYMAN BLOOM
CHRISTINE MITCHELL, M.A.

HISTORY OF ART

Many of the courses in art include some laboratory work in the one or more mediums with which the course is concerned. The department believes that laboratory training has great value in developing observation and understanding of artistic problems, and for this reason requires it of majoring students. It should be stated, however, that no particular natural aptitude is required and that the work is adjusted to the student's ability.

100. INTRODUCTORY COURSE. The major styles in Western architecture, sculpture, and painting from ancient times to the present. A foundation for further study of the history of art. Simple laboratory work (requiring no previous training or artistic skill) planned to give the student a greater understanding of artistic problems. Open to

[4] Appointed for the first semester only.

freshmen, sophomores, and juniors without prerequisite. Six hours. *The Teaching Staff.*

201 (1). GREEK SCULPTURE. The development of Greek sculpture from its origins through the Hellenistic age. Study of focal monuments and artists in each successive period. Laboratory work, consisting largely of modeling and carving. Open to sophomores who have taken 100 and to juniors and seniors without prerequisite. Three hours. *Mr. Thimme, Miss Park.*

202 (1). MEDIEVAL SCULPTURE. Western European sculpture of the Romanesque and Gothic periods, introduced by a brief study of pre-Romanesque art. Laboratory work consisting largely of modeling and carving. Prerequisite, same as for 201. Three hours. *Miss Frisch, Miss Abbot.*

203 (2). MEDIEVAL ARCHITECTURE. The architecture of Western Europe from the Fall of Rome to the beginning of the Renaissance, with particular concentration on the great Romanesque and Gothic monuments. Occasional laboratory work. Prerequisite, same as for 201. Three hours. *Mr. McAndrew, Miss Park.*

207 (2). ART OF THE FAR EAST. A study of the art of India, China, and Japan, with particular emphasis on China. No laboratory work. Open to juniors and seniors without prerequisite. Three hours. *Miss Frisch.*

209 (2). ART OF THE ROMAN EMPIRE. The major monuments of architecture, sculpture, and painting in the Roman Empire from the formation of the Roman style through the Late Antique. Emphasis upon Roman contributions to the main tradition of Western art. No laboratory work. Prerequisite, same as for 201. Three hours. *Mr. Thimme.*

215 (1). RENAISSANCE ART. The art of the Italian Renaissance, with emphasis on painting. Brief introductory consideration of ancient and medieval art. No laboratory work. Open to sophomores who have taken History 101 or Italian 101 or 103, and to juniors and seniors who have not taken or are not taking Art 100. Three hours. *Mr. Freedberg, Miss Frisch.*

216 (2). POST-RENAISSANCE AND MODERN ART. Western art from the beginning of the seventeenth century to the present. No laboratory work. Open to sophomores who have taken 215 and to juniors and seniors who have not completed or are not taking 100. Three hours. *Mr. Thimme, Miss Mitchell.*

218 (1). BAROQUE PAINTING. European painting of the seventeenth and eighteenth centuries. No laboratory work. Prerequisite, same

as for 201. Two periods a week with a third at the pleasure of the instructor. Three hours. *Mr. Heyl.*

219 (2). NINETEENTH CENTURY PAINTING. A study of painting in Europe and America from about 1780 to about 1870. No laboratory work. Prerequisite, same as for 201. Two periods a week with a third at the pleasure of the instructor. Three hours. *Mr. Freedberg.*

301 (2). SEMINAR. STUDIES IN ANCIENT ART. Intensive treatment of a few topics of primary importance in the history of Ancient Art. The selection will vary from year to year and may be determined by the interests of the class. No laboratory work. Open to juniors and seniors who have completed 201 or 209. Three hours. *Mr. Thimme.* (Not offered in 1950–51.)

302 (1). STUDIES IN ITALIAN PAINTING: THE 14TH AND 15TH CENTURIES. A brief exposition of late medieval style in Italian painting, followed by studies of selected artists whose work significantly illustrates the character of Early Renaissance style. Particular attention to Florentine masters. Laboratory work included. Open to juniors and seniors who have taken 100 and, by permission, to especially qualified students. Three hours. *Mr. Freedberg, Miss Park.*

303 (2). STUDIES IN ITALIAN PAINTING: THE 16TH CENTURY. Studies of the major masters of the High Renaissance style, followed by the examination of some selected Mannerist painters, and of those developments within 16th century painting which lead in the direction of the Baroque. Considerable attention to Venetian masters. Laboratory work included. Prerequisite, same as for 302. Three hours. *Mr. Freedberg, Miss Park.*

304 (2). RENAISSANCE, BAROQUE, AND MODERN SCULPTURE. A study of the major sculptors from the fifteenth century to the present. Laboratory work consisting largely of modeling and carving. Open to students who have taken 100 or 215 and, by permission, to especially qualified students. Three hours. *Miss Frisch, Miss Abbot.*

305 (1). MODERN PAINTING. A study of painting in Europe and America from about 1870 to the present. Prerequisite, same as for 302. Laboratory work included. Three hours. *Mr. Heyl, Mrs. Frisch.*

306 (1). ENGRAVING AND ETCHING FROM THE RENAISSANCE TO THE PRESENT TIME. The rise and development of engraving and etching including comparisons with the allied arts of woodcutting, mezzotinting, and lithographing, and a brief study of technical processes. Frequent visits to the Boston and Fogg museums. Open to juniors and seniors who have completed 100. Three hours. (Not offered in 1950–51.)

307 (2). PROBLEMS IN MEDIEVAL STYLE AND TECHNIQUE. Study of medieval manuscripts, mosaics, and wall paintings in Italy, with experiments in the medium concerned, for closer stylistic and technical analysis. Open to juniors and seniors who have taken 100 and either 201 or 202. Three hours. *Miss Abbot.*

308 (1). RENAISSANCE AND BAROQUE ARCHITECTURE. The Early and High Renaissance, Mannerist and Baroque styles of the fifteenth through the eighteenth centuries, with particular emphasis on Italy. No laboratory work. Prerequisite, same as for 304. Two periods a week with a third at the pleasure of the instructor. Three hours. *Mr. McAndrew.* (Not offered in 1950–51.)

309 (2). MODERN ARCHITECTURE. The development of modern architecture in Europe and America in the last seventy years. Prerequisite, same as for 302. Two periods a week with a third at the pleasure of the instructor. Three hours. *Mr. McAndrew, Miss Park.* (Not offered in 1951–52.)

311 (1). PAINTING OF NORTHERN EUROPE. The period from the late fourteenth century to the mid-sixteenth century in France, Germany, and the Low Countries. Prerequisite, same as for 304. Three hours. *Mr. McAndrew, Mrs. Frisch.*

325 (2). THE NATURE AND CRITICISM OF ART. An analysis of various different approaches to the study of art, and a consideration of the theory, history, and practice of art criticism. Open to seniors who have completed or are taking six additional hours of grade III work in art. Three hours. *Mr. Heyl and the Teaching Staff.*

350. RESEARCH OR INDEPENDENT STUDY. Independent work on special problems under direction of one or more members of the department. Open, by permission, to juniors and seniors who have completed or are taking a course of grade III. Three hours for a semester or six hours for a year.

STUDIO COURSES

Six hours of studio work may count toward the degree after six hours in the history of art have been completed; and twelve hours after twelve hours in the history of art have been completed.

105 (1). DRAWING AND SCULPTURE. Study of drawing and sculpture, with strong emphasis on design. Abstract problems in line and in relief, as well as portraiture and figure sketching. Open to sophomores, juniors, and seniors and, by permission, to freshmen who have studied art before entering college. Six periods of class instruction and three of studio practice, counting three hours. This course may count toward the degree after six hours in the history of art have been completed. *Mr. Geissbuhler.*

106 (2). INTRODUCTORY PAINTING. Strong emphasis on design. Spatial and tonal problems partly abstract, partly representational, worked out in a variety of mediums. Open to sophomores, juniors, and seniors and, by permission, to freshmen who have studied art before entering college. Six periods of class instruction and three of studio practice, counting three hours. This course may count toward the degree after six hours in the history of art have been completed. *Mrs. Frisch.*

206 (1). WATERCOLOR AND OIL PAINTING. Landscape, still life, and portraiture. Open to sophomores, juniors, and seniors who have completed 101, 105, or 106. Six periods of class instruction and three of studio practice, counting three hours. This course may count toward the degree after six hours in the history of art have been completed. *Miss Abbot, Mrs. Frisch.*

208 (2). COMPOSITION. Principles of design related to various types of composition. Problems may take the form of book illustration, painting and mural decoration, etc. Open to sophomores, juniors, and seniors who have completed 105, 106, or 206. Six periods of class instruction and three of studio practice, counting three hours. This course may count toward the degree after six hours in the history of art have been completed. *Mr. Bloom.*

300 (1). THE IMAGINATIVE METHOD IN PAINTING. The projection and development of ideas in the making of a picture. Open by permission to juniors and seniors who have completed 105 or 106 and 206 or 208. Three hours. *Mr. Bloom.*

DIRECTIONS FOR ELECTION

Course 100 is the basic introductory course for later work in the department and is required, except by special permission, of majoring students. (See Exemption Examination, below.)

Students planning to major in the department must elect at least one course in each of the following four epochs: ancient, medieval (either 202 or 203), Renaissance and baroque, and modern (nineteenth and twentieth centuries).

Students majoring in the department must elect at least 24 hours in the history of art.

A reading knowledge of French, German, or Italian, though not required, is very strongly recommended.

The attention of students is called to the interdepartmental honors program in Classical Archeology or Medieval Studies.

EXEMPTION EXAMINATION

Freshmen and sophomores, who secure the permission of the chairman, may qualify for entrance to grade II in art by passing an ad-

vanced standing examination, thus waiving the requirement for taking course 100.

Related Courses

Related courses for concentration may be chosen from many departments. The following are typical examples of sound related work:

Ancient Art: History 203, 204; Philosophy 107; many courses in the classical departments.

Medieval Art: French 204; History 101, 309; Latin 106; Philosophy 323.

Renaissance and Baroque Art: English 101, 316; History 206, 217; Italian 103; French 301; Spanish 301, 305.

Modern Art: English 210, 219, 230; French 306, 307; German 305.

The following courses offer general related work: English 104, 107; History 101 or 200, 103; Music 103; Philosophy 203.

ASTRONOMY

Assistant Professor: James Walter Warwick, M.A. (Chairman)

101. General Astronomy. A general survey of the facts of astronomy, of the methods by which they are obtained and of the theories that account for them; facts with which every educated person should be familiar in order to understand the astronomical allusions occurring in literature and to be alive to the beauty of the order that is about us. Open to all undergraduates. Three lecture appointments, one two-hour laboratory appointment, and an average of about an hour of evening observations. Six hours. At times, an evening meeting of the class is substituted for a daytime appointment. *Mr. Warwick.*

200 (2). Descriptive Astronomy. The appearance of the sky and its changes; interpretation of observed appearances through the work of astronomers; structure and behavior of the universe. Open to juniors and seniors without prerequisite. Courses 101 and 200 may not both be taken by the same student. Three periods of lectures and discussions, one of which will be on an evening. On this evening, when the weather is favorable, the stars will be studied with the telescope and otherwise. Three hours. *Mr. Warwick.* (Not offered in 1950–51.)

206 (2). The History of Astronomy. Development of the science from ancient times to the present, with special emphasis on the period since Copernicus. Prerequisite, 101. Three hours. (Not offered in 1950–51.)

207 (1). PRACTICAL ASTRONOMY. Practice in the use of astronomical instruments and methods: the equatorial telescope; elements of celestial navigation. Prerequisite, 101 or 200. Three hours. This course involves both daytime and evening work at the Observatory. *Mr. Warwick.*

208 (2). PRACTICAL ASTRONOMY. Determination of time, longitude, and latitude; astronomical principles of navigation. Prerequisite, 101 or 200, and a knowledge of trigonometry. Three hours. This course involves both daytime and evening work at the Observatory. *Mr. Warwick.*

300 (1). STELLAR ASTRONOMY. Studies of the number, brightness, distribution, and motions of the stars; double and variable stars; structure of the Galaxy; extra-galactic systems. Open to juniors and seniors who have completed 101 and who have a knowledge of trigonometry. Three hours. *Mr. Warwick.*

301 (2). ASTROPHYSICS. Astronomical spectroscopy; the laws of radiation; determination of radial velocities; physical properties and constitution of the stars. Prerequisites, 101 and Physics 301. Three hours. When combined with Physics 301 it may be counted toward a major in astronomy or physics. *Mr. Warwick.*

302. DETERMINATION OF ORBITS. Equations of motion of two gravitating bodies. Determination, from three observations, of the elliptic and parabolic orbits of bodies in the Solar System. Orbits of binary stars. Prerequisite, 101 and a knowledge of calculus. This course may be counted toward a major in either astronomy or mathematics. Six hours. *Mr. Warwick.* (Not offered in 1950–51.)

303. CELESTIAL MECHANICS. The attraction of bodies of various forms under Newton's law of gravitation. The problems of two and of three bodies. Perturbations. Prerequisite, differential and integral calculus. Six hours. *Mr. Warwick.* (Not offered in 1950–51.)

304. ASTRONOMICAL SEMINAR. Open to graduate students. Ordinarily, six hours. *Mr. Warwick.* (Not offered in 1950–51.)

350. RESEARCH OR INDEPENDENT STUDY. Work under one or more members of the department on subjects to be determined by the interests and capabilities of the individual student. This course may be taken repeatedly. Open, by permission, to graduates and other advanced students. Two or three hours for a semester, or two to six for a year. The amount of work contemplated must be indicated at the time of handing in electives.

DIRECTIONS FOR ELECTION

All students who desire a general knowledge of astronomy and of the universe around them as a part of their general education should

elect 101 or 200. Those for whom this course is insufficient but who would avoid technicalities may well continue with 207 or 206.

A major in astronomy should ordinarily include 101, 207, 208, 300, 301, and 302. This combination of courses demands as prerequisites twelve hours in mathematics and nine hours in physics.

Astronomy 301 may be counted toward a major in physics, and Astronomy 302 toward a major in mathematics.

BIBLICAL HISTORY, LITERATURE, AND INTERPRETATION

Professor: LOUISE PETTIBONE SMITH, PH.D.
Associate Professors: ERNEST RENÉ LACHEMAN, B.D., PH.D.
HERBERT MORRISON GALE, S.T.B., PH.D.
Assistant Professors: MARY LUCETTA MOWRY[1], B.D., PH.D.
FERDINAND JOSEPH DENBEAUX, S.T.M., B.D. (Chairman)
Instructors: JUDITH BEACH WELLES, B.D., PH.D.
FRANK MOORE CROSS, JR., B.D., PH.D.
THEODOR MARCUS MAUCH, B.D., S.T.M.
HUGH STEWART BARBOUR, B.D.
Lecturers: BEATRICE ALLARD BROOKS, PH.D.
KATHARINE MCELROY KENT [4], B.LITT.OXON., B.D.

The requirement in Biblical history is met by course 104. Students with a knowledge of Greek may substitute course 210 for the second semester of 104.

104. STUDIES IN THE OLD AND NEW TESTAMENTS. Basic material: selected parts of the Old Testament; the gospels of Matthew, Mark, and Luke. Aim: to acquire a knowledge of these materials, of their historical-critical analysis, of the rise of the Hebrew-Christian tradition and the relevance of this tradition to the individual and society. Required of sophomores except as indicated above. Six hours. *Miss Smith, Mr. Gale, Mr. Lacheman, Mr. Denbeaux, Miss Welles, Mr. Cross, Mrs. Brooks, Mr. Barbour, Mr. Mauch.*

203. ELEMENTARY HEBREW. The elements of Hebrew grammar, with practice in translation and the memorizing of a vocabulary. Reading of selections from the Old Testament. At the end of the course the student should be able to read simple Hebrew and to use the language in the study of the Old Testament. Open to juniors and seniors. Six hours. *Mr. Lacheman.*

204 (1), (2). THE BEGINNINGS OF CHRISTIANITY. This course is designed to enable those students who have already studied the synoptic gospels in 104 to continue their study of the New Testament and to see Christianity in contact with the life of the Græco-Roman world. The rise and earliest development of the Christian religion. Emphasis

[1] Absent on leave.
[4] Appointed for the first semester only.

upon the thought of Paul and of the Fourth Gospel. Prerequisite, 104 or 210. Three hours. *Mr. Gale.*

207. HISTORY OF RELIGIONS. The history of religions from the earliest historical period through such leading religions as Hinduism, Buddhism, Confucianism, Shintoism, and Islam, including a study of comparative developments and values. Open to juniors and seniors who have completed the required work in Biblical history. Six hours. *Mrs. Brooks.*

208 (1). SURVEY OF THE APPLICATION OF CHRISTIAN ETHICS TO SOCIAL PROBLEMS. A study of the attitudes of the Christian church toward social and political problems in certain periods of her history, past and present. An investigation of the opportunity of modern Christianity as an agent of social reconciliation and reconstruction in the light of the teachings of Jesus and the developments of history. Open to students who have completed the required work in Biblical history and who have taken or are taking Economics 101, History 101 or 102 or any other course in medieval or modern history, or Sociology 102. Three hours. *Mrs. Kent.*

210 (2). THE FIRST THREE GOSPELS IN GREEK. This course covers the same material as the second semester of 104, and is planned for those students who, in fulfilling the Biblical history requirement, prefer to study the gospels in Greek rather than in English translation. Open to students who have completed the first semester of 104 and have completed or are taking a grade II Greek course. Students choosing this way of fulfilling the requirement in Biblical history may postpone the work until their junior year without special permission. Three hours. *Mr. Gale.*

211 (2). THE OLD AND NEW TESTAMENTS IN THE LIGHT OF ARCHEOLOGY. The results of archeology in their bearing upon Biblical history and religion. Emphasis upon the value of archeology in illustrating, testing, and making vivid the Biblical records. Chief emphasis on the discoveries in Palestine as portraying the life and customs of the people in that land. The inscriptions of Palestine and surrounding countries which have significance for Biblical history are studied in translation. Open to juniors and seniors who have completed the required work in Biblical history. Three hours. *Mr. Lacheman.* (Not given in 1950–51.)

212 (1). RELIGIOUS EDUCATION. A course meant for those who in their own homes or in church schools may be responsible for the guidance of children in understanding of the Christian faith, in prayer, in the use of the Bible, in the worship, fellowship, and work of the church, in development of character and a sense of social responsibility.

Suitable aims and methods in work with children of different ages. Examination of best books available. Open to students who have completed the required work in Biblical history. Three hours. *Miss Welles.*

213 (1). DEVELOPMENT IN JUDAISM SINCE 70 A.D. The history of Judaism in its relation to the Graeco-Roman world, Christendom and Islam. Reading (in translation) of significant portions of Talmudic, Midrashic, poetic, and speculative literatures. Open to students who have completed the required work in Biblical history. Three hours. *Mr. Lacheman.* (Not offered in 1950–51.)

214 (2). STUDIES IN CHRISTIAN BIOGRAPHY. Studies of certain men and women important in the development of the Christian religion and illustrative of the varieties of Christian experience—such as St. Augustine, St. Francis of Assisi, Luther, Loyola, George Fox, John Wesley, Cardinal Newman, Albert Schweitzer, General William Booth, Kagawa. Light is thrown on the origins and characteristics of present-day denominations. Prerequisite, 104. Three hours. (Not offered in 1950–51.)

301. SEMINAR IN HISTORY OF RELIGIONS. Readings and discussions in the history of religions other than Judaism and Christianity. Each student will be expected to investigate some particular problem. First semester: India and Islam; second semester: China and Japan. Open to seniors by permission. Six hours. *Mr. Lacheman.* (Not given in 1950–51.)

302. INTERPRETATIONS OF CHRISTIANITY. The varying conceptions of the essentials of Christianity as formulated in some of the most important periods of the history of the church; the relation of these conceptions to the religion of the New Testament and to the religious thought of the present day. Open, by permission, to seniors who have completed 204. Six hours. *Miss Smith.*

303. SECOND YEAR HEBREW. Open to students who have completed 203. Six hours. *Mr. Lacheman.*

305 (1), (2). TRENDS IN CONTEMPORARY CHRISTIANITY. Studies of contemporary conceptions of the Christian religion, as interpreted in the light of modern life and thought. Liberal and Neo-Reformation Protestantism, Anglo-Catholicism and Neo-Thomism, Mysticism, Scientific and Classical Humanism, and Social Christianity. Prerequisite or corequisite, 204. Three hours. *Mr. Denbeaux.*

306 (2). FURTHER STUDIES IN THE OLD TESTAMENT. More detailed work on selected portions of the Old Testament. Both content and emphasis (historical, literary, religious) are determined by the interests of the students. Open to juniors and seniors who have taken or

are taking a grade II course in the department. Required of those who major in the department. Three hours. *Mr. Cross.*

307 (1). ADVANCED STUDIES IN THE NEW TESTAMENT. Intensive study of the content of the gospels and its impact on the early church. Open to juniors and seniors who have completed 204. Three hours. *Mr. Lacheman.*

350. RESEARCH OR INDEPENDENT STUDY. Two to six hours. The amount of work contemplated must be indicated at the time at which electives are due.

DIRECTIONS FOR ELECTION

After finishing the required course a student desiring to major usually continues her work by 204 and 305 in her junior year. In either junior or senior year she may take any other of the grade II courses, 306 (required for majors); in the senior year 301, 302, 307 or 350. Students who choose 203 as juniors may continue Hebrew in 303 in the senior year. Philosophy 211 may count toward a major in Biblical history.

A year of Greek or Hebrew is strongly recommended for students majoring in Biblical history.

BOTANY

Professor: HOWARD EDWARD PULLING, PH.D.
Associate Professors: GRACE ELIZABETH HOWARD, PH.D.
CURATOR OF HERBARIUM.
HARRIET BALDWIN CREIGHTON, PH.D. (Chairman)
DELAPHINE GRACE ROSA WYCKOFF, PH.D.
RUTH HUTCHINSON LINDSAY, PH.D.
Assistant Professor: RHODA GARRISON, PH.D.
Instructors: DORRIS JEANNETTE HUTCHISON, PH.D.
MARGARET PAIGE, B.A.
Assistants: MARGARET HELEN EMMERLING, B.S.
ELIZABETH HAYS SCHEUFELE, B.A.
CAROL WRIGHT HAFF, B.A.
ROSALIE RUTH SCHIFERL, B.S.
JANE NOYES SHAW, B.S.
ALITA ANN ZIMMERMAN, B.S.
Secretary and Custodian: ELLEN WEISER DAGGY

101. GENERAL BOTANY. An introduction to plant science presenting the principles of biology and emphasizing the importance of plants in our economic and social life. Topics considered include: growth and development of flowering plants; plant nutrition and its relation to animal and human nutrition; heredity and plant breeding; bacteria and other microorganisms; soil fertility; conservation of soil and forests; utilization of plant products in industry. Practice is given in growing

plants in the greenhouses and gardens. Open to all undergraduates except those who have had Interdepartmental 103. Six periods a week, one of lecture, five of discussion and work in laboratory, greenhouse, and field. Six hours. *Miss Creighton, Miss Garrison, Miss Howard, Miss Paige, Miss Lindsay.*

103. AN INTRODUCTORY COURSE IN BIOLOGY. For description and prerequisites, see Interdepartmental Courses 103.

201 (1). LANDSCAPE GARDENING. The study of cultivated plants with emphasis on their use in landscape gardening. Practice in applying the principles of design to gardens and to home and community plantings. Open to sophomores who have completed 101 or 103 and to juniors and seniors without prerequisite. Three hours. *Miss Creighton.*

202 (1), (2). PLANT BIOLOGY. Principles that govern growth, development, and behavior, of organisms; practical use of these principles in gaining and applying knowledge to the care of plants and soil. Open to students who have completed 101 or 103 and to juniors and seniors without prerequisite. Six periods a week, three of lecture and three of laboratory. Three hours. *Mr. Pulling.*

203 (1). FIELD BOTANY. A course to acquaint the student with names and characteristics of the common wild and cultivated ferns, flowers, shrubs, and trees, together with the study of the woodland, meadow, bog, and pond associations of plants. Open to students who have completed 101 or 103 and to juniors and seniors without prerequisite. Six periods a week, three of lecture and three of laboratory. Three hours. *Miss Howard.*

204 (2). BASIC HORTICULTURE. The fundamentals of cultivation and propagation of house and garden plants and the methods of control of plant pests and diseases. Open to students who have completed 101 or 103 and to juniors and seniors without prerequisite. Six periods a week, two of lecture and discussion and four of practice in greenhouse and laboratory. Three hours. *Miss Garrison.*

205 (2). SURVEY OF BACTERIOLOGY. An introduction to the study of microorganisms in relation to man's physical and economic welfare, emphasizing their importance in daily living as well as in the larger fields of agriculture, industry, public health, and disease control. Prerequisite, six hours in group III. Five periods a week, three of lecture and discussion and two of laboratory. Three hours. *Mrs. Wyckoff, Miss Hutchison.*

207 (1) PLANT RESOURCES. A study of the agricultural and forest resources of the world with emphasis on those of the United States considering the scientific basis for the production of plants for foods, and

for the raw materials of industry. A discussion of the growth of economically important plants, as it is influenced by soil, climatic, and human factors. Open to sophomores who have completed 101, or Interdepartmental 103, or Geography 102, and to juniors and seniors without prerequisite. Counts toward a major in botany and for the group III distribution requirement as a non-laboratory science. Three periods a week, in general two of lecture and one of demonstration. Three hours. *The Teaching Staff.*

301 (2). ADVANCED LANDSCAPE GARDENING. Advanced work in the design of planting around houses, parks, and public buildings. Open to seniors who have completed 201 and six additional hours of grade II or grade III in botany. Six periods a week, two of lecture and four of practice in drafting room or field. Three hours. (Not given in 1950–51.)

302 (1). CYTOLOGY AND MORPHOLOGY. The study of cells, tissues, and organs, their functions and their role in the development of form in the organism. Practice in the preparation of plant tissues for microscopic study. Open to students who have completed twelve hours in botany. Five periods a week, two of lecture and discussion and three of laboratory. Three hours. *Miss Garrison.*

303 (2). GENETICS. The study of inheritance, considering its cellular basis, the methods by which knowledge of heredity is obtained, and the application of this knowledge to biological problems. Laboratory experimentation with plants. Open to juniors and seniors who have completed six hours in botany and six additional hours in botany or zoölogy. Five periods a week, two of lecture and discussion and three of laboratory. Three hours. *Miss Creighton.*

304 (2). PLANT DISEASES. The study of pathogenic fungi, their structure, their physiological processes, and their effects on ornamental and economically important plants. Practice in the cultivation of pathogenic fungi and modern methods of combating plant diseases. Open to students who have completed six hours of grade II in botany. Five periods a week, two of lecture, and three of laboratory, field, or greenhouse. Three hours. *Miss Howard.*

306. PHYSIOLOGY. First semester: those fundamental processes that must be understood if knowledge of plant behavior is to be applied. Second semester: lectures on the chief processes by which plants are affected by their environment and those by which they respond. Experiments are in the fields that each student selects, such as cell physiology, gardening, horticulture, non-infectious plant disease, plant nutrition, soil-testing. Open to juniors and seniors who have completed six hours of grade II in botany and who have completed or are taking a year of either chemistry or physics. Students who have completed 101

or 103 may take this course and the prerequisite of grade II at the same time. Six periods a week, two of lecture and four of discussion and laboratory. Six hours. *Mr. Pulling.*

308. GENERAL BACTERIOLOGY. The study of the structure and physiological processes of bacteria and other micro-organisms, and their responses to the environment. Consideration of their relations to soil fertility, industrial processes, water and milk supplies, food spoilage and preservation, sanitation, infectious disease, and immunity. Practice in laboratory methods and techniques that are essential for bacteriological work. Open to students who have completed one year of chemistry or physical science and either one year of botany, zoology, or biology, or a second year of chemistry. Six periods a week, in general two of lecture and four of laboratory including two field trips. Six hours. *Mrs. Wyckoff, Miss Hutchison.*

312 (1). ADVANCED BACTERIOLOGY. The systematic study of the important groups of bacteria, including their serological relationships, with special reference to their roles in infectious diseases and in immunity. Presentation of selected topics from recent developments in bacteriology. Laboratory practice in bacteriological and serological techniques and procedures. Prerequisite, 308. Six periods a week, two of lecture and four of laboratory. Three hours. *Mrs. Wyckoff, Miss Hutchison.*

320. THEORETICAL PHYSIOLOGY. The content of this course depends upon the needs and interests of the students who elect it. The reading and discussions are concerned with the abstract and logical aspects of the subject; the methods by which research problems should be analyzed, the significance of explicit and implicit assumptions, the treatment of data, physiology as a field for deductive reasoning, etc. Open to graduate students only. Six hours. *Mr. Pulling.*

322. BOTANICAL SEMINARS. The work in the seminars depends on the botanical background of each student and on her plan for further study. A field of botanical science is scrutinized from the standpoints of modern achievement, method of investigation, and the theories and reasoning involved in reaching the present-day conclusions: (*a*) anatomy; (*b*) bacteriology; (*c*) comparative morphology; (*d*) cytology; (*e*) ecology; (*f*) genetics; (*g*) geographical distribution; (*h*) history of botany; (*i*) pathology; (*j*) physiology; (*k*) plant materials; (*l*) taxonomy. Open to graduate students only. Three to six hours for a semester or six to twelve for a year. *The Teaching Staff.*

350. RESEARCH OR INDEPENDENT STUDY. The study will be under the direction of an instructor in the student's field of interest. The nature of the work will depend upon whether the student is an undergraduate or a graduate student, and upon the field. Open to seniors and

graduate students and, by permission, to juniors. Two to six hours for a year, or three for a semester.

DIRECTIONS FOR ELECTION

The courses offer opportunities for the student to gain an understanding of living organisms that will be useful to her as a citizen and as an individual using plants and plant products, and to develop her ability to acquire knowledge and to use it intelligently and purposefully. In addition, for the student who plans for professional biological work, the courses provide a basis for employment and for postgraduate training.

Students planning to continue their botanical work after graduation in teaching, research, technical laboratory work, horticulture, landscape gardening, or nature museum work, can select courses that will satisfy their needs.

For students interested in bacteriology, public health, medical laboratory work, or related professional fields, courses 205, 308, and 312 present the basic viewpoints and techniques. Other courses, such as 302, 303, 304, and 306 in this department, as well as courses in chemistry and zoölogy, supplement these offerings.

Students interested in plant resources, their proper use and conservation will find courses in this department supplemented by courses in geology, geography, and zoölogy, or they may find the interdepartmental major in Natural Resources and Conservation suited to their needs. (See page 154.)

A reading knowledge of French and German is ordinarily required of students in graduate schools.

CHEMISTRY

Professor: HELEN THAYER JONES, PH.D. (Chairman)
Associate Professor: PHILIPPA GARTH GILCHRIST, PH.D.
Assistant Professors: MARGARET KINGMAN SEIKEL, PH.D.
PHYLLIDA MAVE WILLIS, PH.D.
Instructors: JANICE MARILYN CUNLIFFE, M.A.
ANN DOROTHY DUBICKE, PH.D.
ROBERTA A. STEWART, PH.D.
Assistants: MARY HERRICK ASHWORTH, B.A.
RUTH ELIZABETH JOHNSON, B.A.
MARY CATHERINE O'BRIEN, B.A.
DOROTHY BOYD, B.S.
MARY PHILLIPS TOWNE, B.A.
Secretary and Custodian: EMILY MAY HOPKINS, M.A.

101. ELEMENTARY CHEMISTRY. The fundamental laws and theories of chemistry, in connection with the study of the non-metals and a brief survey of the metals. Open to students who do not present chemistry

for admission. Three periods of lecture and discussion and one three-period laboratory appointment. Six hours. *Miss Jones, Miss Cunliffe, Miss Boyd.*

103. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS. A survey of fundamental chemical principles based on preparatory work in chemistry. General theories, laws, and problems are considered during the first semester and are applied in the second semester to the study of inorganic semimicro qualitative analysis. Prerequisite, the admission requirement. Three periods of lecture and discussion with one three-period laboratory appointment a week for the first semester, and two periods of lecture with six periods of laboratory for the second semester. Six hours. The second semester may be taken separately by those who have completed 101 or, by permission, 106. *Miss Gilchrist, Miss Stewart, and Assistants.*

106. AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE. For description and prerequisites, see Interdepartmental Courses 106. This course will, by special arrangement, serve as prerequisite for grade II courses in chemistry. *Miss Jones, Miss L. Wilson, Miss Boyd, Miss Towne, Mrs. Hulswit, Miss Loud.*

201 (1). QUALITATIVE ANALYSIS. A study of the principles which govern the reactions of electrolytes in solution, as illustrated by the chemistry of inorganic semimicro qualitative analysis. Prerequisite, 101 or, by permission, 106. Two periods of lecture and six periods of laboratory. Three hours. *Miss Dubicke, Miss Ashworth, Miss Johnson.*

202 (1), (2). QUANTITATIVE ANALYSIS. A study of the fundamental methods of gravimetric and volumetric analysis with emphasis on the theory, laboratory technique and calculations of each method. Prerequisite, 103 or 201. Two periods of lecture and six periods of laboratory. Three hours. *Miss Dubicke, Miss Willis, Miss Cunliffe.*

207 (2). QUANTITATIVE ANALYSIS. A study of the methods of analysis of complex mixtures correlating the theory and techniques of analytical chemistry with a few special instruments in modern usage. Prerequisite, 202. Two periods of lecture and six periods of laboratory. Three hours. *Miss Dubicke.*

301. ORGANIC CHEMISTRY. A systematic study of both the aliphatic and aromatic series. The laboratory work introduces the student to the fundamental methods of preparation and purification of typical organic compounds. Course 311 provides additional laboratory work in organic preparations. Prerequisite, 103 or 201 or, by permission, 101. Three periods of lecture and discussion and one three-period laboratory appointment. Six hours. *Miss Seikel, Miss O'Brien.*

302 (1). IDENTIFICATION OF ORGANIC COMPOUNDS. A study of the systematic qualitative analysis of organic substances. Since each student identifies individual compounds and mixtures, independent work is encouraged. The course offers a good introduction to research methods and attitudes. Open to juniors and seniors who have completed 202 and 301. Two periods of lecture and discussion, six periods of laboratory. Three hours. *Miss Seikel.*

303 (2). ADVANCED QUANTITATIVE ANALYSIS. A semester of quantitative analysis in which the emphasis is on instrumental analysis and the theories underlying the use of the instruments. Much of the laboratory work includes individual analyses and may vary from year to year. Open to juniors and seniors who have completed 202 and have completed or are taking 301. Two periods of lecture and six periods of laboratory. Three hours. *Miss Seikel.*

305 (1). PHYSICAL CHEMISTRY. (*a*) This course summarizes, and applies to practical problems, the laws of matter in its various stages of aggregation, and also the laws governing solutions, including the colloid state and thermochemistry. Open to juniors and seniors who have completed 202 and have completed or are taking 301, a year of college physics, and Mathematics 106 or 107. (*b*) The subject matter is the same as in (*a*). A fuller knowledge of calculus is expected. Open to juniors and seniors who have completed 202 and have completed or are taking 301, a year of college physics, and Mathematics 202.

Three periods of lecture and discussion and one three-period laboratory appointment. Three hours. *Miss Willis, Miss Cunliffe.*

306 (2). PHYSICAL CHEMISTRY. (*a*) A continuation of 305, including especially chemical equilibrium, reaction velocity, electrochemistry, and theories of atomic and molecular structure. Open to juniors and seniors who have completed 305. (*b*) The subject matter is the same as in (*a*). A fuller knowledge of calculus is expected. Open to juniors and seniors who have completed 305 (*b*) and Mathematics 202.

Three periods of lecture and discussion and one three-period laboratory appointment. Three hours. *Miss Willis, Miss Cunliffe.*

307 (2). ADVANCED INORGANIC CHEMISTRY. A comprehensive survey of the different classes of inorganic substances and the modern theoretical interpretation of their interactions. Open to juniors and seniors who have completed 202 and who have completed or are taking 301. Three periods of lecture and discussion. Three hours. *Miss Jones.*

308 (1). BIOCHEMISTRY. Chemistry of representative substances occurring in living organisms. Nutritional values, including energy content, of food materials are considered. Open to juniors and seniors

who have completed 202 and 301. Two periods of lecture and discussion and five periods of laboratory. Three hours. *Miss Gilchrist.*

309 (2). BIOCHEMISTRY. Chemistry of the more important organs and tissues of the body and of the changes which occur in the processes of digestion and metabolism. The laboratory work includes analysis of body tissues and fluids. Open to juniors and seniors who have completed 308 and who have completed or are taking Zoology 101 or 308. Well qualified students who have completed 202 and 301 and have completed or are taking Zoology 308 may, by permission, be admitted without the prerequisite of Chemistry 308. Two periods of lecture and discussion and five periods of laboratory. Three hours. *Miss Gilchrist.*

310 (1). QUANTITATIVE ORGANIC MICROANALYSIS. Methods of elementary microcombustions, as well as micromethods for the quantitative determination of certain groups in organic molecules. Open, by permission, to a limited number of juniors and seniors who have completed 202 and 301. One period of lecture and discussion, six to seven periods of laboratory. Three hours. *Miss Cunliffe.*

311. ORGANIC PREPARATIONS. A laboratory course using semimicro methods and designed to supplement the training of students of organic chemistry. Open to students who are taking or have completed 301. One three-period laboratory appointment. Two hours. *Miss Stewart.*

312 (1). USE OF THE LITERATURE OF CHEMISTRY. This course is designed to acquaint the student with the published sources of chemical knowledge in order that she may use them more effectively in advanced work. Experience is gained by the solution of individual library problems of many types. Open to majors who have completed or are taking 202 and 301. One period of lecture and discussion. One hour. *Miss Seikel.*

320. SEMINAR. Reports on recent developments in chemistry. Open to graduate students. This course usually meets every other week for two hours in the evening. Two hours. *The Teaching Staff.*

350. RESEARCH OR INDEPENDENT STUDY. An individual problem under the direction of the instructor in the field chosen. Laboratory work and reading. Open to graduate students and, by permission, to undergraduates who have completed at least 18 hours in the department. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

Members of the department will be glad to advise students concerning courses which would best prepare for graduate study, for teaching,

for work in industrial or hospital laboratories, for nursing, or for public health work.

Premedical students are referred to the requirements as given on page 49.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists, especially for industrial work. Students wishing to meet the standard of an accredited chemist as defined by this Society should consult the chemistry department.

For any major in chemistry one of the following sequences of courses is essential: Physical Science 106 or Chemistry 101, and 201, 202, and 301; or 103, 202, and 301. Any other courses in the department may be added to these to complete the 24-hour major. For admission to most graduate schools Chemistry 305 and 306 with prerequisite of Mathematics 202 are required.

It is advisable that all students majoring in chemistry should complete at least one year of college physics and one year of college mathematics, and acquire a reading knowledge of French and German before the senior year. For graduate work in chemistry a reading knowledge of French and German is required.

Students not majoring in chemistry who intend to use their chemistry after graduation will be recommended by the department only if they have completed at least 18 hours of chemistry.

Exemption Examination

Unusually well-qualified students may apply for an examination covering the year's work in Chemistry 101. A college textbook of general chemistry should be used in preparation for this examination. The passing of this examination may be used as the prerequisite for Chemistry 201 or as the equivalent of Chemistry 101 in the work for distribution.

ECONOMICS

Professors: Lawrence Smith[2], M.A.
Lucy Winsor Killough[3], PH.D. (Chairman)
Assistant Professors: Richard Vernon Clemence, PH.D.
Joseph Thistle Lambie, PH.D.
Instructors: Hilda Rosenbloom, M.A.
Virginia Buckner Miller, M.A.
Carolyn Shaw Solo, PH.D. (LOND.)
Nicholas Aston Beadles, M.A.

101. Introductory Economics. A course which assists the student in understanding contemporary life through a study of the economic foun-

[2] Absent on leave for the first semester.
[3] Absent on leave for the second semester.

dations of our society. The national income and its relationship to prosperity and depression. Economic principles and the institutions within which they operate. The American economic system compared with other existing or theoretical systems of economic organization. Open to all undergraduates. Sections for freshmen will be arranged. Six hours. *Mr. Smith, Mrs. Killough, Mr. Clemence, Mr. Lambie, Mrs. Rosenbloom, Mrs. Miller, Mrs. Solo, Mr. Beadles.*

203 (1). THE ECONOMICS OF CONSUMPTION. A study of the consumer in our society: the influence of consumer activities on the economy and the impact of economic conditions and policies on the consumer. Income distribution and consumption expenditures; family budget studies; costs of living and standards of living; marketing policies as they affect the consumer; consumer cooperatives; legislative protection of the consumer. Prerequisite, 101. Three hours. *Mrs. Rosenbloom.*

204 (2). ECONOMIC HISTORY OF THE UNITED STATES. Our national development in its economic and social aspects, with special emphasis upon the struggle between agrarian and business interests, the growth of business combinations and labor unions, and the development of government control of business. Open to sophomores, juniors, and seniors who have completed or are taking 101. Three hours. *Mr. Lambie.*

209 (1). ECONOMIC HISTORY OF ENGLAND. A study of the economic factors which have influenced the development of modern British ideas and institutions since the beginning of the Industrial Revolution. This course applies historical perspective to the economic and social problems which face the Labor government today. Open to sophomores, juniors, and seniors who have completed or are taking 101. Three hours. *Mrs. Solo.*

210. FINANCIAL ORGANIZATION OF SOCIETY. Money, credit, general price levels, and business cycles. Emphasis on monetary systems and current monetary problems. The work of commercial banks and the functioning of the Federal Reserve system. Business cycles are dealt with historically and theoretically, and methods of stabilization are analyzed. Prerequisite, 101. Six hours. *Mr. Beadles.*

211 (1), (2). INTRODUCTION TO SOCIAL AND ECONOMIC STATISTICS. Statistical methods as used in the social sciences. Organization and presentation of statistical data. Frequency distributions and simple correlation. Introduction to time series analysis and index numbers. Open to students who have completed 101 and, by permission of the chairman of the department, to juniors and seniors who are taking 101. Credit for this course will not be given to a student receiving credit for Mathematics 205. Laboratory conferences will be required. Three hours. *Mr. Clemence, Mrs. Rosenbloom.*

212 (2). PRINCIPLES OF ACCOUNTING. A survey of the fundamental principles of accounting with emphasis on the relation of accounting theory and practice to economic theory and contemporary economic problems. The aim of the course is to enable the student to interpret and utilize accounting data in other fields of economics and in analyzing public policy. Prerequisite, 101. Three hours. (Not offered in 1950–51.)

300 (1). ECONOMIC ANALYSIS. Modern techniques of analysis applicable to problems of prices, output, income, and employment. Methods of defining and reaching conclusions with respect to economic problems, and of appraising the significance of results. Open to juniors and seniors who have completed 101 and six additional hours in economics. Three hours. *Mr. Clemence.*

301 (2). COMPARATIVE ECONOMIC SYSTEMS. An examination of capitalism and proposed or attempted economic systems such as socialism, fascism, communism, and planned economy. A comparison of the economic programs of the United States, Great Britain, and Russia. Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 204, 209, 300, 305, 308, History 202, 209, 222, 306, Political Science 316, 318, Sociology 316. Three hours. *Mrs. Miller.*

305 (2). PUBLIC REGULATION OF BUSINESS. The policy of government toward business. Special fields of regulation: the "natural monopolies" (transportation, public utilities, and communications), petroleum, and the declining industries of bituminous coal and agriculture. Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 203, 204, 209, 210, 300, Political Science 201, 202, 204, 304. Three hours. *Mr. Lambie.*

306 (1). CORPORATIONS AND COMBINATIONS. Corporate structure and operation. The market for corporate securities, including investment banking, other investment institutions, the stock exchange, government regulation of security issues and exchanges. Problems arising from the development of great corporations, through both concentration and combinations; anti-trust policy in the United States. Open to students who have completed 101 and have completed or are taking one of the following: 204, 210, 211, 212, History 222, Political Science 201, 304, Sociology 205. Three hours. *Mrs. Miller.*

308 (1). LABOR ECONOMICS. Problems of the worker in modern society, including the problems of technology, unemployment, wages, hours, the substandard worker; attempts to solve labor problems, including recent trade union developments and labor legislation. Open to juniors and seniors who have completed 101 and have completed or

are taking one of the following: 203, 204, 209, 210, 300, Sociology 205, 206, Political Science 201, 202, Psychology 309, 310. Three hours. *Mrs. Rosenbloom.*

310 (1). PUBLIC FINANCE. Principles and problems of government revenues, expenditures, and debts. Fiscal policy and the national income; the shifting and incidence of taxation. Special emphasis on the tax system of the United States. Open to juniors and seniors who have completed 101 and have completed or are taking one of the following: 203, 204, 209, 210, Political Science 201, 304. Three hours. *Mrs. Killough.*

312 (2) *. ECONOMIC STATISTICS. Economic statistics, with special emphasis on the techniques of time series analysis and the construction of index numbers. Probability theory and multiple and partial correlation. Consideration of the place of the quantitative method in economics. Open to juniors and seniors who have completed 211 or, by permission of the chairman of the department, to students who have completed Mathematics 205, and have completed or are taking any other course of grade II in economics. Laboratory conferences will be arranged. Three hours. *Mr. Clemence.*

313 (2). SEMINAR. SELECTED TOPICS IN ECONOMIC MOVEMENTS AND THEORIES. Each year a different field of research is selected. Open to seniors and graduate students, approved by the chairman of the department, who have taken eighteen hours in economics. Two consecutive hours each week with a third at the pleasure of the instructor. Three hours. *Mrs. Solo.*

314 (2). INTERNATIONAL ECONOMIC RELATIONS. Industrial foundations of international trade. Theories of international trade and capital movements. Institutions of international trade and finance. The international economic position of various countries. Open to juniors and seniors who have completed 101 and have completed or are taking 204, 209, or 210, or who are majoring in geography, history or political science and have completed or are taking a grade II course in their major subject. Three hours. *Mrs. Solo.*

315 (2). HISTORY OF ECONOMIC THOUGHT. The development of economic thought from ancient to modern times. A brief survey of early economic ideas, followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day. Open to juniors and seniors who have completed 101 and who have completed or are taking six additional hours in economics. Three hours. (Not offered in 1950–51.)

* Offered in alternate years.

316 (2) *. MODERN ECONOMIC THOUGHT. Recent developments in economic thought, and their significance for theory and policy. Reading and discussion of contemporary economic literature. Open to juniors and seniors who have completed 101 and who have completed or are taking six additional hours in economics. Three hours. *Mr. Clemence.*

320 (2). POPULATION PROBLEMS. For description and prerequisites, see Sociology 320. (Not offered in 1950–51.)

350. RESEARCH OR INDEPENDENT STUDY. To a limited number of advanced students wishing to do individual work outside of regular courses the department is prepared to offer a course of directed reading, to be tested by examination or final paper. Students desiring to register for such a course must secure the approval of the chairman of the department in advance of the time at which electives are due. Two to three hours for a semester or four to six hours for a year.

RELATED COURSE

The attention of students who are interested in the teaching of economics is called to Education 308, The Teaching of Social Studies in the Secondary School.

EXEMPTION EXAMINATION

The department is prepared to offer an examination for advanced standing covering the field of introductory economics.

EDUCATION

Associate Professor: JOHN PILLEY, M.A. OXON. (Chairman)
Assistant Professor: ISABELLA MCLAUGHLIN STEPHENS, M.A.
Instructor: WILBURY ARTHUR CROCKETT[5], M.A.
Lecturers: MYRTLE AGNES STUNTZNER, M.A.
DIRECTOR OF THE ANNE L. PAGE MEMORIAL SCHOOL
RICHARD WALDEN HALE, JR., PH.D.

The department of Education offers both undergraduate and graduate courses. Eighteen hours of work may be counted toward the B.A. degree. A more detailed statement of the requirements for the degree of Master of Arts in Education may be found in the *Graduate Circular.*

200 (1), (2). PRINCIPLES OF EDUCATION I. A preliminary study of the educative process. Human development contrasted with organic growth. Education as training and as self-directed activity. The meaning of a liberal education. Open to sophomores who have had or are taking a course in philosophy or psychology, and to juniors and seniors without prerequisite. Three hours. *Mr. Pilley, Mrs. Stephens, Mr. Hale.*

* Offered in alternate years.

[5] Appointed for the second semester only.

201 (2). PRINCIPLES OF EDUCATION II. A continuation of course 200. Prerequisite, 200. Three hours. *Mr. Pilley.*

202 (2). SOCIAL ASPECTS OF EDUCATION. The school and its relation to society. The teacher's work. Conflicting educational policies. The future in education. Visits to neighboring schools. Prerequisite, 200. Three hours. *Mrs. Stephens.*

212 (1). RELIGIOUS EDUCATION. For description and prerequisites, see Biblical History 212.

300 (1). SECONDARY EDUCATION. The rôle of secondary schools of various kinds within the educational system. Their aims, government, and organization in relation to their social, political, and economic backgrounds. The course is intended to prepare students for the method courses offered in the second semester. Prerequisite, 200 and 201 or 202, and a course in psychology. Three hours. *Mrs. Stephens.*

301 (2). THE TEACHING OF LATIN IN THE SECONDARY SCHOOL. The place of Latin in the secondary school curriculum. Improved methods of teaching the ancient language. Review of authors read in high school with study of the historical and social background of their times. Evaluation of texts. Practice in prose composition. Observation of Latin classes in neighboring schools. Open to seniors who have taken Education 300, and who are taking a grade III course in Latin; or by permission. This course may be counted toward a 30-hour major in Latin. Three hours. *Miss Robathan (Professor of Latin).*

302 (2). HISTORY OF EDUCATIONAL IDEAS AND INSTITUTIONS. The development of educational ideas and institutions from the sixteenth century to the present. The main emphasis is upon the developments accompanying the rise of the middle class and of industrialism. The course includes readings from the works of leaders in educational thought. Open to juniors and seniors who have taken Education 200 and Philosophy 107. Three hours. *Mr. Hale.*

303 (2). THE TEACHING OF FRENCH IN THE SECONDARY SCHOOL. The principles underlying the teaching of French, with special reference to the learning capacities of secondary school pupils. The integration of modern foreign languages with other studies in the curriculum. The equipment of the teacher and her department. The organization of courses in French, including the choice and use of texts and other materials. Observation of French classes in neighboring schools. Open to seniors who have taken Education 300 and who are taking French 301, 305, 306, or 307; or by permission. This course may be counted toward a major in French. Three hours. *Miss Dennis (Professor of French).*

305. THE EDUCATION OF THE YOUNG CHILD. The study of the young child at successive stages of growth: physical, social, and mental. A survey of fundamental theories and of actual procedures in the education of children at the nursery school, kindergarten, and primary school levels. Critical examination of techniques of child study, and their interpretation. Emphasis on recent findings and current problems. Opportunities for observation and special study at the Page Memorial School. Open to seniors who have taken 200 and 201 or 202, and a course in psychology, and to graduates. Six hours. *Miss Stuntzner.*

307 (2). THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL. A study of the rôle of language in thought and communication. Recent trends in English teaching and modern methods of encouraging secondary school pupils in the arts of reading and writing. A study of the contribution that literature can make to the personal development of young people. Visits to schools, libraries, etc. Open to seniors whose college course includes at least 18 hours in the department of English, and who have taken Education 300. Three hours. *Mr. Crockett.*

308 (2). THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL. Methods of encouraging high school students in an understanding of the society in which they are living and of its historical development. The relations between the kinds of knowledge developed in the separate social studies and the methods whereby a preliminary understanding of these relations may be encouraged in high school students. The particular problems that arise in teaching the social study in which students have specialized. Visits to neighboring schools. Open to seniors majoring in history, economics, political science, sociology, or geography, who have taken Education 300. Three hours. *Mr. Hale.*

310. SEMINAR. Subject determined by the preparation and interests of the individual student. Open to graduates and seniors approved by the department. Six hours. *Mr. Pilley.*

350. RESEARCH OR INDEPENDENT STUDY. Subject determined by the preparation and interests of the individual student. The work will be under direction of one or more members of the department. Students wishing to study methods of teaching special subjects in which the department does not offer courses are advised to consult the chairman of the department as to possibilities of their making such study under this heading. Open, by permission, to graduates and seniors. Two to six hours.

DIRECTIONS FOR ELECTION

Students who intend to teach should (in their sophomore year if possible) consult a member of the department concerning city and state

requirements for the certificate to teach. In a majority of states these requirements include from fifteen to eighteen hours in education; a few states require twenty-four hours. Plans should be made in the sophomore year for completion of the necessary courses in education in the junior and senior years.

A student wishing special preparation for teaching may plan a five-year integrated course leading to a Bachelor of Arts degree at the end of the fourth year and a Master of Arts in Education at the end of the fifth.

Such programs as those indicated below may be arranged for the fifth year:

I. Primarily for secondary school teachers.
   12 hours in any of the following: 300, 301, 302, 303, 307, 308, 310, a course in psychology chosen in consultation with the department;
   12 hours in one department other than education.

II. Primarily for teachers of young children.
   305, 310, and 12 hours in one or more departments other than education, to be arranged in conference with the department.

ANNE L. PAGE MEMORIAL SCHOOL

Director: MYRTLE AGNES STUNTZNER, M.A.

The Anne L. Page Memorial School, as the college laboratory school, is an integral part of the Wellesley College educational program. It is a center for child study, observation, and participation for students from all departments of the College.

The school is for children from three through eight years of age. Its work is based on the recognition of the value of child study in the education of children and in their development as free and responsible human beings. The program of the school is one which recognizes that the early years of a child's life are significant in laying down the whole pattern of his personality.

ENGLISH

Professors: EDITH CHRISTINA JOHNSON, PH.D.
KATHARINE CANBY BALDERSTON, PH.D.
ELLA KEATS WHITING, PH.D.
GRACE ETHEL HAWK, B.LITT.OXON.
WALTER EDWARDS HOUGHTON, PH.D.

Associate Professors: EMMA MARSHALL DENKINGER[2], PH.D.
M. ELEANOR PRENTISS[2], M.A.
CHARLES WILLIAM KERBY-MILLER, PH.D.
MARY RUTH MICHAEL, PH.D.
EVELYN KENDRICK WELLS[3], M.A. (Chairman)

Assistant Professors: RUTH CARPENTER CHILD, PH.D.
ROBERTA MARGARET GRAHAME, PH.D.
KATHERINE LEVER, PH.D.
SYLVIA LEAH BERKMAN[1], PH.D.
MARY DOYLE CURRAN, PH.D.
VIRGINIA FLEMING PRETTYMAN, PH.D.
HELEN STORM CORSA, PH.D.
SEYMOUR BETSKY, PH.D.

Instructors: CATHLEEN O'CONOR EPSTEIN, M.A.OXON.
MARY JOAN ELLMANN, PH.D.
JOHN LEWIS BRADLEY, PH.D.
BEVERLY JOSEPH LAYMAN, M.A.
DARGAN JONES, M.A.
PATRICK FRANCIS QUINN, M.A.
JUSTINE DEXTER DYER, M.A.
RENATE CHRISTINE WOLFF, M.A.
MARY ELKINS MOLLER, M.A.

100.† REQUIRED COMPOSITION. First semester: exposition. Emphasis on use of source materials. Weekly themes or their equivalent. Second semester: critical and interpretative writing; description; simple narration. Fortnightly themes or their equivalent. Required of freshmen. This course may not count toward a major in English. Six hours. *Miss Child, Miss Grahame, Miss Lever, Mrs. Ellmann, Miss Prettyman, Miss Corsa, Mr. Bradley, Mr. Layman, Miss Jones, Mr. Quinn, Miss Dyer, Miss Wolff, Mr. Betsky, Mrs. Epstein.*

100a (1). CONTINUATION COURSE IN COMPOSITION. A practical course in various types of expository writing designed to give training in analysis, and in the organization and effective presentation of ideas.

[1] Absent on leave (Faculty Fellow).
[2] Absent on leave for the first semester.
[3] Absent on leave for the second semester.

† Students making only D in the first semester of 100 will be placed in a special section for the second semester to give them more practice in writing.

If a student submits papers notably deficient in English as part of her work in any department, she may be referred to the Department of English for such remedial work as is necessary.

Required of students who have made D grade in the second semester of 100. Three hours. *Miss Jones.*

101. ENGLISH LITERATURE OF THE RENAISSANCE. A study of Elizabethan literature with emphasis on Sidney, Spenser, and Shakespeare. Designed to illustrate the spirit of the age and its literary achievement, and to develop a critical understanding of important continuing types of literature. Open to all undergraduates. Six hours. *Miss Hawk, Miss Michael.*

102. THE INTERPRETATION OF LITERATURE. The theory and practice of poetry, fiction, and drama, studied in the work of certain major writers. The course is designed to teach students to read and evaluate literature. In 1950–51, the reading will center on a seventeenth century poet, Pope, and T. S. Eliot for poetry; Dickens, Henry James, and James Joyce for fiction; Shakespeare, Congreve, and Ibsen for drama. Open to all undergraduates. Six hours. *Mrs. Curran, Mrs. Ellmann, Mrs. Epstein, Mr. Betsky, Miss Prettyman.*

104. SURVEY OF ENGLISH LITERATURE. The analysis, through lectures, reading, and discussion, of representative English authors and works, chosen primarily to illustrate: the permanent spirit and developing characteristics of a people; the moods of successive periods; shifts and varied emphases in taste and ideas. Open to all undergraduates. Certain sections will be reserved for juniors and seniors. Six hours. *Miss Child, Mr. Bradley, Miss Grahame, Mr. Layman, Mrs. Ellmann, Miss Dyer.*

107. INTERPRETATIONS OF MAN IN WESTERN LITERATURE. For description and prerequisites, see Interdepartmental Courses 107. See also footnote on page 84.

108 (1). BALLADS AND FOLK SONGS. English and American traditional songs today. Their poetry, music, folklore, legend, connection with other folk expressions (dance, tale, play, etc.). Their reflection of earlier societies and their influence on present culture. Conditions of survival, as observed especially in the southern Appalachians. Open to all undergraduates. Three hours. *Miss Wells.*

201 (1), (2). THE ESSAY. A study of the development of the technique of the English essay through the letter, the character, and other literary forms. Varied reading in contemporary essays and frequent practice in writing different types of essays. Open to students who have completed the requirement in English composition. Not open to students majoring in English who have completed three semesters of grade II work in writing or who are taking another writing course.* Three hours. *Miss Johnson.* (Not given in 1950–51.)

* If such students were exempted from course 100 at midyears, they may take a fourth semester of grade II work in writing.

203 (1), (2). STUDIES IN JOURNALISTIC WRITING. A critical study of selected types of journalistic writing: news story, editorial, special article, book review, dramatic review, as exemplified in typical newspapers and weekly periodicals. Constant practice in writing. Prerequisite, same as for 201. Three hours. *Mr. Kerby-Miller.*

205 (2). CRITICAL WRITING. Practice in writing analytical and interpretative criticism. Study of modern critical theory, with illustrative reading of modern criticism. Prerequisite, same as for 201. Three hours. *Miss Child.*

206 (1). INFORMATIVE WRITING. Practice in several forms of prose writing—critical, factual, and interpretative—in relation to the interests and needs of individual members of the class. Prerequisite, same as for 201. Three hours. *Miss Wolff.*

207 (1), (2). VARIED FORMS OF WRITING. Practical and creative forms of prose composition with illustrative reading. Types of writing selected in accordance with the interests of the class. Four long papers and short reports. Prerequisite, same as for 201. Special division open to freshmen exempted from 100 at midyears. Three hours. *Miss Prentiss, Miss Child, Mrs. Moller.*

208 (2). STUDIES IN BIOGRAPHY AND LITERARY PORTRAITS. Problems and practices that distinguish biography as a developing form of literary art. Emphasis on the contemporary biographer's way of handling his materials. Writing varied and frequent. Prerequisite, same as for 201. Three hours. *Miss Prentiss.*

209 (2). VERSE COMPOSITION. Study of the principles of English versification and frequent practice in the techniques of verse. Prerequisite, same as for 201. Three hours. *Miss Grahame.*

210 (1), (2). MODERN POETRY. English and American poetry and poets, recent and contemporary. Open to sophomores who have taken six hours of literature in the department, and to juniors and seniors without prerequisite. Three hours. *Miss Grahame, Mrs. Curran.*

212 (2). MODERN ENGLISH DRAMA. This history of the drama of England and America from 1879 to our own day, with study of the influence of Ibsen and other continental dramatists. Prerequisite, same as for 210. Three hours. *Miss Denkinger.*

217 (1), (2). MILTON. A critical study of Milton as a master of lyric, epic, and dramatic poetry, and as a writer of notable prose. The character and genius of the poet, as influenced by the political and religious conflict of the time. Prerequisite, same as for 210. Three hours. *Miss Hawk.*

218 (1). THE ENGLISH NOVEL: THE RISE OF THE TYPE. The growth of the English novel from Elizabethan times through Scott, with special consideration of the outlook and narrative technique of the greater novelists. Section *a* will deal with Defoe, Richardson, Fielding, Smollett, Sterne, Jane Austen, Scott, and a few minor writers. Section *b* will concentrate, with collateral reading, on two or three major figures who illustrate the principal developments in the eighteenth century. Prerequisite, same as for 210. Three hours. *Mr. Kerby-Miller, Miss Corsa.*

219 (2). THE ENGLISH NOVEL IN THE NINETEENTH CENTURY. A study of the greater novelists and of the reflections in their works of artistic, social, and intellectual movements during the period. Section *a* will deal with eight or nine novelists from Dickens through Conrad. Section *b* will concentrate, with collateral reading, on two or three figures who illustrate some of the principal developments in the century. Prerequisite, same as for 210. Three hours. *Mr. Kerby-Miller, Miss Corsa, Mr. Bradley.*

220 (1). CHAUCER. A study of Chaucer's poetry, tracing the development of his art and showing the relation of his work to the social and literary background of his time. Prerequisite, same as for 210. Three hours. *Miss Whiting.*

221 (1). HISTORY OF ENGLISH DRAMA TO 1642. A study of the growth of English drama from its beginnings to its culmination in the work of Elizabethan and Jacobean dramatists. Prerequisite, same as for 210. Three hours. *Miss Lever.*

222 (2). HISTORY OF ENGLISH DRAMA, 1660–1900. A study of Restoration, and eighteenth and nineteenth century drama, with emphasis upon the intellectual and social forces that shaped it. Open to students who have taken 221. Three hours. *Miss Lever.*

223 (1). AMERICAN LITERATURE. The beginnings of American literature and the social conditions out of which it grew, followed by a consideration of American writers through Melville. Emphasis upon major figures. Prerequisite, same as for 210. Three hours. *Miss Michael, Mr. Quinn.*

224 (2). AMERICAN LITERATURE. American writers from Whitman to the present time. Emphasis upon major figures. Open to students who have taken 223. Three hours. *Miss Michael, Mr. Quinn.*

225 (2). THE AGE OF DRYDEN. The revolt against Puritanism and the growth of rationalism. The lyric poetry of Dryden, Waller, and others; the diaries of Pepys and Evelyn; John Bunyan; the satire of Butler, Dryden, and the Restoration Wits; developments in prose

style; and the rise of periodical literature, with emphasis upon Defoe, Steele, and Addison. Prerequisite, same as for 210. Three hours. *Mr. Kerby-Miller.*

230. THE ROMANTIC POETS. Major emphasis upon the poetry and criticism of Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. Prerequisite, same as for 210. Six hours. *Mr. Houghton, Miss Prettyman.*

301 (1), (2). THE SHORT STORY. Study of the specific technical problems of the short story, with some consideration of its historical development and of contemporary trends in England and America. Four original short stories and occasional critical reports. Open to juniors and seniors who have completed six hours of grade II work in writing. Three hours. *Mrs. Curran, Miss Prentiss.*

303 (1). THEORIES AND TECHNIQUES OF LITERARY CRITICISM. Study of Aristotle's *Poetics* and of selected writings representative of Neoclassical, Romantic, and contemporary critical theories. Analysis of various literary works in the light of these theories. Lectures, class discussion, short papers. Open to juniors and seniors who have completed or are taking six hours of grade II in English and, by permission, to specially qualified non-majors who have not met the prerequisites. Three hours. *Miss Johnson.*

304. SEMINAR IN WRITING. Advanced study of techniques of dramatic and narrative writing, with their application in a play—which may be original or a dramatization of an approved work—and a sustained long narrative which involves artistic interpretation. Open to seniors who have completed 301, and to graduate students. Six hours. *Miss Johnson.*

305 (1). ADVANCED STUDIES IN JOURNALISTIC WRITING. The magazine article and other types of expository and journalistic writing. Stress on original and effective methods of presentation and the development of a finished expository style. Reading in the best contemporary journals. Open to juniors and seniors who have completed or are taking six hours of grade II in English, including three hours of grade II work in writing, and, by permission, to specially qualified non-majors who have not met the prerequisites. Three hours. *Mr. Kerby-Miller.*

308 (1), (2). THE MODERN NOVEL. Major trends in the development of the novel in the twentieth century with relation to its shifting points of emphasis in form and purpose. Representative authors will be studied to indicate the influences of modern psychological and social forces and of movements in allied arts upon the novel of this century. Open to juniors and seniors who have either (1) completed a course of grade I literature and are taking six hours of grade II literature in the

department, or (2) completed six hours of grade II literature in the department. Specially qualified non-majors who lack the prerequisite may be admitted to this course by permission of the department. Three hours. *Miss Johnson.*

309. SHAKESPEARE. Shakespeare's development as dramatist and poet, studied through twenty plays. Some consideration of his debt to his contemporaries, his use of Elizabethan ideas, his theater, representative source studies, Shakespearian criticism, theories of tragedy. Prerequisite, same as for 308. Six hours. *Miss Balderston, Miss Michael.*

310 (1). POPE AND SWIFT. Pope and Swift considered as representative writers of neo-classicism and rationalism, and as masters of satire. Prerequisite, same as for 308. Three hours. *Miss Balderston.*

311 (2). THE AGE OF JOHNSON. The second half of the eighteenth century studied as a period of transition between the neo-classic and romantic eras. Dr. Johnson will be the center of the course, and the periphery will include Goldsmith, Boswell, Burke, Gray, Cowper, Blake, and Burns. Prerequisite, same as for 308. Three hours. *Miss Balderston.*

312 (2). HISTORY OF THE ENGLISH LANGUAGE. A study of the English language with emphasis upon growth and structure and upon the relation of the language to the literary expression of English-speaking people. Open to juniors and seniors who have completed or are taking six hours of grade II in English and, in addition, to students who are concentrating in foreign languages. Three hours. *Miss Whiting.*

314 (1). VICTORIAN PROSE. The prose of Macaulay, Huxley, Carlyle, Mill, and Newman, studied with special reference to Victorian conceptions of politics, science, religion, and aesthetics. Prerequisite, same as for 308. Three hours. *Mr. Houghton.*

315 (2). VICTORIAN POETRY AND CRITICISM. The poetry of Tennyson, Browning, Arnold, Morris, and Hopkins studied in connection with the criticism of Ruskin and Arnold. Prerequisite, 230 or 314. Specially qualified non-majors who have not completed the prerequisites may be admitted by permission. Three hours. *Mr. Houghton.*

316 (1). SEVENTEENTH CENTURY POETRY AND PROSE EXCLUSIVE OF MILTON. The stress and conflict of an age of transition, presented through the innovations of Donne and Jonson in poetry, and of Bacon, Browne, Burton, and Taylor in prose. Brief study of Cavalier and religious poetry. Prerequisite, same as for 308. Three hours. *Miss Hawk.*

317 (1). AMERICAN LITERATURE. Intensive study of a few writers. The material will vary from year to year. The subject for 1950–51 will be the beginnings of realism, 1865–1910, with emphasis on Howells, Mark Twain, and James. Prerequisite, same as for 308. Three hours. *Miss Michael.*

323 (2). SEMINAR. The subject for 1950–51 will be Religious and Secular Literature in England from the Conquest to Chaucer with special consideration of the Arthurian Romance, the works of Richard Rolle and of the "Gawain Poet". Open, by application, to seniors who have completed six hours of grade III in literature, to specially qualified juniors, and to graduate students. Three hours. *Miss Corsa.* (In 1951–52 the subject will be chosen from American Literature.)

325 (1). SEMINAR. Intensive study of a period or an author. In 1950–51 the subject will be Edmund Spenser. Prerequisite, same as for 323. Three hours. *Miss Wells.* (In 1951–52 the topic will be chosen from the eighteenth century.)

329 (2). SEMINAR. Intensive study of a period or an author. In 1950–51 the subject will be Matthew Arnold. Prerequisite, same as for 323. Three hours. *Mr. Houghton.* (In 1951–52 the topic will be chosen from the seventeenth century.)

350. RESEARCH OR INDEPENDENT STUDY. Permission to register for this course must be obtained before electives are handed in. Three or six hours. The amount of work contemplated must be indicated at the time of handing in the electives.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect any of the above courses *except* 312 and courses with emphasis on writing, namely: 100, 201, 203, 205, 206, 207, 208, 209, 301, 304, 305.

A choice of two majors is offered to students interested in working in the field of English:

1. The regular major in language, literature, and composition.
2. A major for students especially interested in the study of drama.

Courses 100 and 100a count for the Bachelor of Arts degree but do not count toward either major.

All students majoring in English will be expected

(1) to know representative works of a variety of great writers in English;
(2) to relate these works to the culture of their times;
(3) to write not only with ease and accuracy but with regard for literary form and expression.

REGULAR MAJOR IN LANGUAGE, LITERATURE, AND COMPOSITION

This major will include a concentration of at least 30 hours.*

Every student must elect at least three hours from each of the following five groups. At least 18 hours must be chosen from groups I, IIa, IIb, and IIIa. Of these, at least 15 hours are to be taken in English (and, if desired, American) literature before the modern period. A student may take one course from IIIb each semester, but only one at a time.

I. Extensive courses.
   104, 218*a*–219*a*, 221–222, 223–224, 303, 312.

II. Intensive study of author or period.
   a. Single figures: 217, 218*b*, 219*b*, 220, 309, 310, 325, 329.
   b. A period: 101, 225, 311, 314, 315, 316, 317, 323.

III. Study of forms and types.
   a. With emphasis on reading: 102, 108, 210, 212, 230, 308.
   b. With emphasis on writing: 201, 203, 205, 206, 207, 208, 209, 301, 304, 305.

NOTE: There are three courses which may serve as an introduction to this major: 101, 102, and 104.†

Because it is necessary to limit seminar groups to small numbers, application for enrollment in these courses, by students of at least B— standing in the work of the department, will have first consideration.

EXEMPTION EXAMINATION

Freshmen and sophomores who secure the permission of the chairman may qualify for entrance to grade II work in literature by passing an advanced-standing examination. The department will offer two such examinations, covering the material of courses 101 and 104 respectively.

RELATED COURSES

Related courses for concentration may be chosen from many fields. A knowledge of English history, of at least one foreign literature, and of the outlines of European thought are of great value to the students of English. See, in particular, History 103, 213, 217; Philosophy 203 and 214; Greek 104 and 203; Latin 105, Italian 103, Russian 201, Education 200 and 307; and, when not considered as part of the major in English, Interdepartmental 107.

* In special cases, with the permission of the department, a major of 24 hours may be permitted.

† Since Interdepartmental 107 deals primarily with literature in translation, a student deciding to major in English after taking this course may count it in the major only if she follows a course of summer reading under the direction of the department.

MAJOR WITH EMPHASIS ON DRAMA

Distribution of work: This major should ordinarily be made up as follows:

18 hours of English literature, including 101 or 104; six hours of grade II (221–222 or 212 supplemented by any semester course of grade II); and six hours of grade III (309).

15 hours chosen from elective courses in writing and in criticism, including 207 (taken preferably in the junior year); 301 or 303; and 304.

Speech 203, Theater Workshop (to be taken before the senior year).

General examination: Students taking this major will be examined in the general examination upon 30 hours of work selected from the courses listed above.

Students who wish may include other courses in drama in the field of concentration, *e.g.*, French 212, 213, German 308, Greek 203, 301, Italian 307, 310, Latin 203, Music 323, Spanish 104, 204, 301, Speech 201, 205.

FRENCH

Professors: RUTH ELVIRA CLARK, LITT.D.
ANDRÉE BRUEL, DOCTEUR DE L'UNIVERSITÉ DE PARIS.
DOROTHY WARNER DENNIS, B.A., DIPL.E.U.
FRANÇOISE RUET LIVINGSTON[1], M.A., AGRÉGÉE DE L'UNIVERSITÉ.

Associate Professor: EDITH MELCHER, PH.D. (Chairman)

Visiting Associate Professor: ALICE BOURGOIS COLÉNO, AGRÉGÉE DE L'UNIVERSITÉ.

Assistant Professor: MARIE-ANTOINETTE QUARRÉ, B.A., C.E.S., DIPL.E.S.

Instructors: JEAN GUÉDENET, LIC. ÈS LET., DIPL.E.S.
JOSEPHINE LOUISE OTT, B.A.
GENEVIÈVE DE BIDART MERRILL, M.A.
MARISE COLLIGNON THOMPSON, AGRÉGÉE DE L'UNIVERSITÉ

Lecturers: JEANETTE MCPHERRIN, M.A.
ANNE CUTTING JONES, PH.D.
FRANÇOIS LAURIAU, AGRÉGÉ DE L'UNIVERSITÉ.

All courses of the department are conducted in French. Oral expression is stressed.

Attention is called to the opportunity for residence in the French Center, Tower Court.

Well qualified juniors will be allowed to spend the year in Paris with the foreign study group of Sweet Briar College.

101. ELEMENTARY COURSE. Intensive oral work, training in composition, reading of selected texts as an introduction to French life and institutions, with special study of Paris. Open to students who do not

[1] Absent on leave.

present French for admission. Three class periods and one period of laboratory work. Six hours. *Miss Dennis, Miss Jones, Miss Ott.*

102. PARIS AND THE PROVINCES. (*a*) Provence, Brittany, the Basque country, and other regions of France studied in modern authors. Short stories and novels serve as a basis for intensive oral and written work. Prerequisite, 101, or two admission units in French. (*b*) This section is intended for freshmen who have presented less than two admission units in French or have had no French for the two years preceding their entrance to college, and for sophomores who have had no French in their freshman year. The method, both in the oral and written work, is similar to that used in (*a*). The subject matter is substantially the same but the material covered is less extensive and the pace slower. Three class periods and one period of laboratory work. Six hours. *Miss Clark, Miss Quarré, Miss Jones, Mr. Lauriau, Mrs. Thompson.*

103. FRENCH LIFE AND INSTITUTIONS. French contemporary life presented by modern authors: biography, novels, and drama. Stress on grammar, vocabulary and pronunciation. Frequent written work. Prerequisite, three admission units in French. Students whose classroom work has been conducted mainly in English are advised to elect this course rather than 104. Six hours. *Miss Clark, Miss McPherrin, Mr. Guédenet, Mrs. Coléno, Miss Ott, Mrs. Thompson.*

104. INTRODUCTION TO THE STUDY OF FRENCH LITERATURE. The aim of this course is to prepare students for more advanced work in language and literature. It provides an historical background and acquaints the student with French methods of literary study through the reading of works of various periods. Frequent practice in the written language. Outside reading. Prerequisite, three admission units in French or 102. Students whose classroom work has been conducted mainly in French are advised to elect this course rather than 103. Not open to students who have taken 103. Six hours. *Miss Melcher, Miss Bruel, Mr. Guédenet, Mrs. Merrill.*

200. FRENCH LITERATURE THROUGH THE CENTURIES. First semester: an introductory study of the Middle Ages and the Renaissance; the seventeenth century, and the eighteenth century to Voltaire. Second semester: Voltaire to the twentieth century. Class discussion of selected masterpieces, short papers, outside reading. Emphasis on oral expression. Primarily for non-majors. Prerequisite, 103, 104, or four admission units in French; by permission, 102. Six hours. *Miss Melcher, Miss Clark, Mrs. Merrill.*

201. BACKGROUND OF FRENCH CULTURE. French art and literature interpreting the social and political history of France. This course

serves as a basis for advanced literature courses and for an understanding of modern France. Emphasis on oral expression. Recommended to students planning to major in French. Prerequisite, 103, or 104 or four admission units in French; by permission, 102. Six hours. *Miss Dennis, Mr. Lauriau.*

202. STUDIES IN LANGUAGE. I. Composition, translation, grammar. Weekly written work. Prerequisite, 103 or 104 or four admission units in French. Two hours. *Miss Quarré.*

204. THE MIDDLE AGES AND THE RENAISSANCE. Landmarks in early French literature, including *La Chanson de Roland*, *Tristan et Iseult*, *Le Roman de la Rose*, and works by Villon, Rabelais, Montaigne, and la Pléiade. The medieval texts are read in modern French versions. Recommended to students planning to major in French. Prerequisite, 103, 104; exceptionally 200, 201. Six hours. *Miss Bruel.*

205. STUDIES IN LANGUAGE. II. Composition, translation, grammar. Weekly written work. Stress on translation. Prerequisite, 202 or 200 or 201 or 204 or 212–213; open to others by permission. Two hours. *Mr. Lauriau.*

206. FRENCH SPEECH. I. A comparison of French and English speech habits with scientific training in French diction and intonation. Individual and choral recitation. Work with phonograph records. Frequent recording of students' voices on soundscriber discs. Open to students who have completed 104, to those who have taken or are taking a grade II or a grade III course in French, and, by permission, to students who have completed 102, 103. Specially recommended to students majoring in French. Two class periods a week and one hour of practice work. Two hours. *Miss Dennis.*

209 (1). CONVERSATION. Intensive practice in the spoken language to build up the student's vocabulary while giving some insight into French current events and various aspects of French life. Class discussion based on French periodicals, newspapers, or recent books. Prerequisite, 103, 104, or any grade II course in French. Two hours. *Miss Ott, Mrs. Coléno, Mrs. Merrill.*

210 (2). CONVERSATION. The method of this course is the same as that of 209 and the subject matter is similar. Both 209 and 210 may be taken in the same year. Prerequisite, 103, 104, or any grade II course in French. Two hours. *Miss Ott, Mrs. Coléno, Mrs. Merrill.*

212 (1). FRENCH DRAMA BEFORE THE REVOLUTION. A survey of the theater in the Middle Ages, the Renaissance, the seventeenth and eighteenth centuries. Prerequisite, 104 or a six-hour course of grade II, or, by permission, 103. Two hours. By special arrangement with the instructor, three hours. *Miss Melcher.*

213 (2). FRENCH DRAMA IN THE NINETEENTH AND TWENTIETH CENTURIES. A study of the *drame romantique*, the comedy of manners, the problem play, the *théâtre libre*, and trends in modern drama. Prerequisite, 104, 212, or a six-hour course of grade II, or, by permission, 103. Two hours. By special arrangement with the instructor, three hours. *Miss Melcher.*

301. CLASSICISM AND THE AGE OF ENLIGHTENMENT (1600–1750). The development of French classical literature in the seventeenth century, and the awakening of liberal and democratic ideas during the early years of the eighteenth century. Among the authors studied are: Malherbe, Descartes, La Rochefoucauld, Corneille, Pascal, Molière, La Fontaine, Mme. de La Fayette, Boileau, Bossuet, Racine, La Bruyère, Fénelon, Montesquieu, Voltaire. Open to students who have completed 200 or 201 with a grade of at least C, or 204 or 212–213; also to seniors who are taking six hours of grade II. Six hours. *Mr. Guédenet, Mrs. Coléno.*

303 (2). THE TEACHING OF FRENCH IN THE SECONDARY SCHOOL. For description and prerequisites, see Education 303.

305. THE EVOLUTION OF THE FRENCH NOVEL. Intensive reading of representative masterpieces; medieval romances and stories; *Gargantua* and *Pantagruel;* novels of the classical period and eighteenth century, such as *l'Astrée, la Princesse de Clèves, Manon Lescaut, la Nouvelle Héloïse;* nineteenth century, including works of Stendhal, Balzac, Flaubert, Maupassant, and Barrès. Open to juniors and seniors who have completed 204 or 212–213, or who are taking a course of grade III. Six hours. *Miss Bruel.*

306. THE PRE-ROMANTIC AND ROMANTIC PERIOD (1750–1850). The awakening of sensibility; romanticism in nineteenth century French literature. Among the authors studied are Diderot, Rousseau; Chateaubriand, Mme. de Staël, Benjamin Constant; Lamartine, Vigny, Victor Hugo, Musset; Balzac, Stendhal. Open to juniors and seniors who have completed a full grade III course, and to approved juniors and seniors who have completed 204 or 212–213. Six hours. *Mr. Lauriau.*

307. CONTEMPORARY FRENCH LITERATURE. The evolution of French poetry from Baudelaire to the present day, with special studies of Baudelaire, Verlaine, Rimbaud, Mallarmé, Claudel, Valéry, and the surrealists. The masters of French prose during the same period: Gide, Proust, Mauriac, Colette, Montherlant, etc. Open to seniors who have completed 301, 305 or 306. Six hours. *Mrs. Coléno.*

308 (1). STUDIES IN LANGUAGE. III. Advanced composition and translation. Open to juniors and seniors who have completed or are

taking a six-hour course of grade III, and, by permission, to juniors and seniors who have completed 205. Two hours. *Miss Quarré.*

310 (2). STUDIES IN LANGUAGE. III. Advanced composition and translation as in 308, with different subjects and texts. Primarily for students who have completed 308. Prerequisite, same as for 308. Two hours. *Miss Quarré.*

313. PRESENT-DAY PROBLEMS IN FRANCE. A study of living conditions in France, with a survey of the economic, political and cultural background. Open to juniors and seniors who have completed six hours of grade II or by special permission of the department. Two hours. *Miss Bruel.* (Not given in 1950–51.)

316. FRENCH SPEECH. II. Advanced scientific training in French diction and intonation with the aid of modern recording equipment. Study of varied texts and practice in oral composition and self-expression. Open to students who are taking 308 and 310, or by special permission. Two hours. (Not given in 1950–51.)

320. SEMINAR. CURRENTS OF THOUGHT IN THEIR RELATIONSHIP TO FRENCH LITERATURE. The analysis and interpretation of a selected subject such as the rise and evolution of the democratic ideal in France, the French Renaissance, conflicts of ideas in the eighteenth century, the evolution of French romanticism, trends in present-day literature. Open to graduates and approved seniors. Six hours. (Not offered in 1950–51.)

321. MEDIEVAL LANGUAGE AND LITERATURE. Open to graduate students who have completed twenty-four hours of college French, and, by permission, to seniors who have completed the same amount of work. Six hours. *Miss Bruel.* (Not offered in 1950–51.)

322 (1). SEMINAR. INTENSIVE STUDY OF ONE AUTHOR. PROSE. The life and works of a prose writer in relation to the social history and literary trends of the period. A single author of outstanding importance will be selected, such as Montaigne, Pascal, Molière, Voltaire, Rousseau, Balzac, Flaubert, or Proust. Open to graduates and approved seniors. Three hours. (Not offered in 1950–51.)

323 (2). SEMINAR. INTENSIVE STUDY OF ONE AUTHOR. POETRY. Similar to 322. The author studied might be one of the following: Racine, Lamartine, Victor Hugo, Baudelaire, Paul Valéry. Open to graduates and approved seniors. Three hours. (Not offered in 1950–51.)

350. RESEARCH OR INDEPENDENT STUDY. Open, by permission, to graduates and to approved seniors who have completed at least one full grade III course in French and are taking another full grade III course.

Two to three hours for a semester or four to six hours for a year. The amount of work contemplated must be stated at the time of handing in electives.

DIRECTIONS FOR ELECTION

Courses 104, 200, 204, 212–213, and grade III courses (except 308, 310, 313, 316) may be elected to fulfill the literature requirement in group I.

I. Course 101 counts for the degree but does not count towards a major.

Course 102 counts for the major only if directly followed by a six-hour course of grade II.

Students planning to major in the department (with the exception of those who carried a grade II course in their freshman year) should not carry two six-hour courses of grade II without permission of the department.

II. Course 202 taken in the sophomore year, 205 in the junior year and 308, 310 in the junior or senior year will be valuable to students majoring in French. Courses 206 and 316 will give intensive training in diction.

III. Students majoring in French literature are advised to include 301 in their program. Students proposing to elect French 307 in the senior year are advised to elect 306 in the junior year.

IV. Special attention is called to Education 303, which is open to seniors who are taking French 301, 305, 306, or 307.

RELATED COURSES SUGGESTED FOR ELECTION

Students intending to take French 301 or 306 are urged to elect History 210 and/or 211. These history courses are especially important for French majors.

French 301: Greek 203 (Greek Literature in English Translation), History 210, Latin 105 (Latin Literature in English Translation), and courses in Italian and Spanish literature including the sixteenth and the seventeenth centuries; Philosophy 214.

French 305: English 218 and 219; Spanish 302.

French 306: History 211, English 230, German 305, Italian 202, Spanish 301.

French 307: English 210, Spanish 204, Italian 201.

GEOLOGY AND GEOGRAPHY

Professor: Margaret Terrell Parker[1], ph.d.
Associate Professors: Louise Kingsley, ph.d. (Chairman)
Elizabeth Eiselen, ph.d.
Alice Dowse Weeks[1], ph.d.
Instructors: Margaret Meda Pendleton, m.s.
Dorotha Jeanette Garrison, m.a.
Custodian and Assistant: Gwenyth Morgan Rhome, m.a.
Lecturer: Russell Gibson[1], ph.d.

101.* General Geology. First semester: physiography. A course designed to develop understanding of the physical features of landscapes, by explaining the processes by which land forms originate and are modified, and the rocks and minerals of the earth's crust upon which these processes work. Many areas in the United States and elsewhere are studied as illustrations. Foundations are laid for interpreting past geologic history, and for understanding the relations of topographic features to human occupation.

Second semester: historical geology. The origin of the earth and the sequence of geologic events by which its present characters have been developed, including the origin of valuable mineral deposits. The evolution of life on the earth.

Open to all undergraduates. Six periods a week: in general, three of lecture or discussion and three of laboratory. Occasional afternoon field trips will be substituted for laboratory work. Six hours. *Miss Kingsley, Miss Pendleton, Miss Garrison.*

Geology

103 (1). Gemology. A study of precious and semi-precious stones: geologic occurrence; properties necessary for identification and appreciative understanding of relative value and beauty. History of gems and gemology. Laboratory work includes some cutting of semi-precious stones. Open to all undergraduates. Two periods of lecture and two of laboratory. Counts toward a major in geology but not for distribution. Three hours. *Miss Kingsley.*

202 (1). Mineralogy. A study of minerals, including those which are economically valuable and those which are essential constituents of

[1] Absent on leave.

* The first semester of Geology 101 may be elected, to be followed by Geography 102 in the second semester (see Geography, page 93). Students more interested in geography than in historical geology are advised to elect this combination. The first semester may be elected separately by juniors and seniors who have taken a full year of laboratory science in another department.

rocks. Identification and determination of the composition of all the better known minerals by means of physical properties and blowpipe analysis. The modes of occurrence of minerals and the industrial uses to which they are put. Prerequisite, Geology 101 or 103, Chemistry 101, or Interdepartmental Courses 106. Two three-period appointments for lecture and laboratory. Three hours. *Mr. Gibson, Miss Rhome.* (Not given in 1950–51.)

203 (2). CARTOGRAPHY. For description and prerequisites, see Geography 203.

204 (1). GEOMORPHOLOGY. Advanced study of land forms, with illustrations from many parts of the world, and reading from original sources. Comparison of the conceptions of American and European geomorphologists. Shore processes and glacial features studied in the field. Emphasis in laboratory work on methods by which the development of land forms is determined, such as study of aerial photographs and making of projected profiles. Prerequisite, 101. Four hours a week; in general, two of lecture and two of laboratory. Occasional field trips will be substituted for class work. Three hours. (Not given in 1950–51.)

205 (1)*. PALEONTOLOGY. The facts and principles of organic evolution as revealed by the life of the past. The steps in the development from simple, generalized forms to more complex and specialized types illustrated by a comparative study of fossils. Prerequisite, Geology 101, Zoölogy 101, or Botany 101. Four hours a week of lecture and laboratory. Three hours. *Miss Kingsley.*

206 (2). REGIONAL GEOLOGY OF NORTH AMERICA. A systematic study of the United States, Canada, and Mexico by physiographic provinces, dealing with the geologic history, the kinds of rocks (including the economically important rocks), the structures and their relations to topography. Prerequisite, 101. Four hours a week; in general, three of lecture and one of laboratory. Three hours. *Miss Kingsley.*

312 (2)*. CRYSTALLOGRAPHY. Crystal systems. Principles of optical crystallography. Determination of minerals by means of their optical properties. Students interested in minerals will find good correlation between Geology 202, 103, and 312. Open to juniors and seniors who have completed 202. Juniors and seniors majoring in chemistry or in physics may be admitted to the course upon the recommendation of the two departments concerned. Two two-period appointments for lecture and laboratory. Three hours. *Miss Kingsley.*

314 (1). STRUCTURAL GEOLOGY. Description and interpretation of rock structures. The origin and structure of mountain ranges. Op-

* Offered in alternate years.

portunity is offered for individual study of areas of special interest. Laboratory work includes interpretation of geologic maps, the drawing of cross-sections, and graphical solution of problems. Open to juniors and seniors who have completed 101 and a grade II course in geology. Two two-period appointments for lecture and laboratory, with occasional field trips. Three hours. *Miss Kingsley.*

315 (2). Vulcanism and Igneous Rocks. Extrusive and intrusive phases of vulcanism. Description, identification, and origin of igneous and related metamorphic rocks. Particular emphasis is placed on regional studies. A portion of the work will consist of individual reports on special areas. Open to juniors and seniors who have completed 101 and 202. Two two-period appointments for lecture and laboratory, with occasional field trips. Three hours. *Miss Kingsley.*

316 (2)*. Economic Geology. A study of economically valuable mineral deposits, both metallic and non-metallic. The origin, composition, and geological and mineralogical relations of these deposits; their geographic distribution and political significance. Open to juniors and seniors who have completed 101 and 202. Two two-period appointments for lecture, class discussion, and laboratory. Three hours. *Miss Kingsley.* (Not offered in 1950–51.)

350. Research or Independent Study. The subject of study will be determined by the preparation of the student and by her special interests. Her work will be under the direction of the member of the department in whose field the subject lies. Open, by permission, to juniors and seniors who are majoring in the department. Three hours for a semester or six hours for a year.

Summer Field Courses. The department will recommend summer field courses given by other colleges (dealing chiefly with the Rocky Mountain region) to interested students who have completed one year or more of geology at Wellesley. Credit may be given for such courses provided the student's plans are approved in advance by the department.

Geography

102 (2). Introductory Geography. World distribution, and the principles underlying distribution, of the various elements of the natural environment: relief features, soils, climates, natural vegetation, water and mineral resources. Types of human adjustments to environment. Resultant world cultural patterns. Open to students who have completed the whole or only the first semester of 101. Six periods a week; in general, three of lecture or discussion and three of laboratory. Oc-

* Offered in alternate years.

casional afternoon field trips will be substituted for laboratory work. Three hours. *Miss Eiselen, Miss Garrison.*

203 (2). CARTOGRAPHY. Principles governing choice of projection, scale, and grid in map making; methods of depicting relief; use of aerial photographs in photomapping; evaluation of source materials. Opportunity in laboratory for map projects chosen to suit the special interests of the student. Open to juniors and seniors without prerequisite, and to sophomores who have completed 101 or 102. Four periods a week; in general, two of lecture and two of laboratory. Three hours. *Miss Pendleton.*

208 (1), (2). THE GEOGRAPHY OF EUROPE. A study of man's adjustments to physical environment in Europe. Topography, climate, and other environmental factors in their relation to the early rise of civilization in Europe, the distribution of races and languages, the partition of the continent into political units, and economic development. Detailed study of selected countries of major interest to American students. Consideration of geographic relationships involved in postwar reconstruction problems. Open to juniors and seniors without prerequisite, and to sophomores who have completed 101 or 102, or who are planning to major in history, economics, or political science. Three hours. *Miss Garrison.*

209 (1), (2). THE GEOGRAPHY OF THE UNITED STATES, CANADA, AND ALASKA. A study of man's economic activities as related to environmental factors in the major geographic regions of the United States, Canada, and Alaska. Particular consideration is given to geographic factors concerned with current economic problems. Open to juniors and seniors without prerequisite, and to sophomores who have completed 101 or 102, or who are planning to major in history, economics, or political science. Three hours. *Miss Eiselen.*

303 (2). THE GEOGRAPHY OF MIDDLE AMERICA. A geographic study of Mexico, the countries of Central America, and the Caribbean Islands; the environmental background for the formation of the many political units and for the economic development of the various countries and natural regions. Open to juniors and seniors who have completed 102 or a course in regional geography; also to juniors and seniors who have completed or are taking History 214 or are majoring in Spanish. Three hours. *Miss Eiselen.*

304 (1). THE GEOGRAPHY OF SOUTH AMERICA. The physiographic features, climates, and resources of South America; the influence of these factors upon the colonization of the continent by Europeans, upon the formation of independent political units, and upon the present and possible future economic development of the various countries. Open to

juniors and seniors who have completed 102 or a course in regional geography; also to juniors and seniors who have completed or are taking History 214 or are majoring in Spanish. Three hours. *Miss Eiselen.*

306 (1). Conservation of Natural Resources. A study of the natural resources of the United States with a view to understanding the need for and the principles governing their conservation. The course includes consideration of the problems of floods, soil erosion, utilization of arid and semi-arid lands, preservation of forests, and intelligent use of mineral and fuel supplies. Open to juniors and seniors who have had 101, 102, or a course in regional geography or are majoring in economics or botany. Counts toward a major in geography but not for distribution. Three hours. *Miss Eiselen.*

308 (2). The Geography of Asia. A geographic study of Asia as a whole and of selected political units of the Eurasian continent. These units are Asiatic countries with the exception of the Soviet Union, of which the European, as well as the Asiatic, portion is studied. The course examines the geographic background of various problems of current world importance which have their roots in the geography of Asia. It gives opportunity for application of principles developed in earlier regional courses in interpreting human adjustments to environment in oriental countries. Open to juniors and seniors who have completed 208. Three hours. *Miss Garrison.*

305 (1). Seminar in Geography. Topics are assigned to students for independent investigation. Reports of individual work are presented weekly. Open to graduate students and to approved seniors. Three hours. (Not given in 1950–51.)

350. Research or Independent Study. The subject of study will be determined by the preparation of the student and by her special interests. Her work will be under the direction of the member of the department in whose field the subject lies. Open, by permission, to juniors and seniors who are majoring in the department. Three hours for a semester or six hours for a year.

Directions for Election

Geology. A geology major must include 101. Grade II courses should be selected with a view to the type of advanced work which the student desires. Advice from the department should be secured. A summer field course in western United States is suggested as a good background for advanced courses. Geography 306 and the regional courses correlate well with geology. Chemistry is desirable for students majoring in geology. Those intending to do graduate work should consult the department for advice in the selection of related courses.

GEOGRAPHY. A geography major should include the first semester of 101, 102, 208, 209, and at least twelve hours of grade III work in geography. Students who wish to major in geography will find that this work correlates well with Geology 204 and with work in history, economics, and other social sciences. For advanced work in the subject, both French and German are useful.

By permission, six hours of closely correlated work in history will be accepted as part of a major in geography.

The attention of students who are interested in the teaching of geography is called to Education 308, The Teaching of Social Studies in the Secondary School.

An interdepartmental major program in Natural Resources and Conservation is described on page 154.

EXEMPTION EXAMINATION

Students with exceptional preparation in either geology or geography may apply for an exemption examination.

GERMAN

Professor: MARIANNE THALMANN[3], PH.D.
Associate Professors: MAGDALENE SCHINDELIN, PH.D.
BARBARA SALDITT, PH.D. (Chairman)
Instructor: ——— ———

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German. Capable students in 101 have the opportunity, by doing special reading during the summer and upon approval of the Chairman, to omit 102 and proceed with 202, an introductory course in German literature. A summer term at the German School, Middlebury College, is recommended as stimulating and helpful.

A limited number of qualified students are permitted to spend the junior year in Zürich or Basel.

101. ELEMENTARY COURSE. Study of fundamental elements of German grammar; frequent written exercises; reading of short stories; special emphasis on oral expression. Open to students who do not present German for admission. Four class periods. Six hours. *Miss Thalmann, Miss Schindelin, Miss Salditt.*

102. INTERMEDIATE COURSE. Extensive reading with emphasis on vocabulary building; review of fundamental principles of grammar; frequent composition and oral expression; discussion of German culture. Prerequisite, 101 or two admission units in German. Six hours. *Miss Schindelin, Miss Salditt.*

[3] Absent on leave for the second semester.

104. OUTLINE HISTORY OF GERMAN LITERATURE. First semester: an introduction to German literature from its beginning to the seventeenth century. Second semester: an introduction to the seventeenth and eighteenth centuries, Schiller and Goethe. Open to freshmen who present three or more admission units in German. Six hours. *Miss Salditt.* (Not offered in 1950–51.)

202. HISTORY OF GERMAN LITERATURE. Introduction to German literature; the parallel development of literature, social conditions, and ideals of the times. Works read and discussed are: the *Hildebrandslied*, selections from the *Niebelungenlied*, the works of Wolfram, Gottfried, Hartmann, the Minnesingers; *Volkslied*, selections from Luther, Hans Sachs, Lessing, Herder, Schiller, Goethe. Prerequisite, 102 or, by permission, 101. Open to freshmen who present three or more admission units in German. Six hours. *Miss Salditt, Miss Schindelin.*

204. GOETHE AND SCHILLER. Their lives and their works. Their literary growth studied with emphasis on their development from "Sturm und Drang" to classicism and considered in relation to eighteenth century literature in general. Prerequisite, 104 or 202. Six hours. *Miss Salditt.*

206. CONVERSATION. Practice in the use of the spoken language. Class discussions based on readings in newspapers, periodicals, and other contemporary materials. Prerequisite, 102 or, by permission, 101. Two hours. *Miss Schindelin.*

207 (1). ADVANCED COMPOSITION AND CONVERSATION. Intensive work in written and oral German; composition, translation, grammar. Prerequisite, 202 or 206, or, by permission, 104. Two hours. (Not offered in 1950–51.)

208. GERMAN LIFE AND THOUGHT IN THE NINETEENTH AND TWENTIETH CENTURIES. The development of intellectual and aesthetic trends in the nineteenth and twentieth centuries. Varied literary texts; pamphlets, letters, memoirs of musicians, scholars, artists, and statesmen. Open to students who have completed 104 or 202 and, by special permission, to other students with sufficient knowledge of German. Six hours. *Miss Thalmann.* (Not offered in 1950–51.)

209 (2). LINGUISTICS. Study of the structure of the German language: advanced syntax, morphology, semantics, with emphasis on synonomy. Prerequisite, 202 or 206 or, by permission, 104. Two hours. (Not offered in 1950–51.)

304 (1). GOETHE'S FAUST. Study of the pre-Goethean development of the Faust legend in its more important literary forms. Intensive study of Goethe's *Faust*, Part I; extensive study of Part II. Open to seniors

who have completed six hours of grade II and to juniors by special permission. Three hours. *Miss Thalmann.*

305 (2).* THE GERMAN ROMANTICISTS. A study of early romantic philosophy and significant writers of the period: Schelling, Novalis, the Schlegels, Tieck, E. T. A. Hoffmann, Schopenhauer. Prerequisite, at least one course of grade III. Three hours. *Miss Thalmann.* (Not offered in 1950–51.)

306 (2).* FROM LESSING TO HERDER. Literary trends in the eighteenth century. Extensive selections from Lessing, Herder, and Winckelmann. Open to juniors and seniors who have completed 304. Three hours. *Miss Salditt.*

308 (1). SEMINAR. STUDIES OF REPRESENTATIVE AUTHORS IN NINETEENTH CENTURY LITERATURE. Prerequisite, one course of grade III. Three hours. *Miss Thalmann.*

312 (2). LITERATURE OF THE MODERN PERIOD. Aspects and tendencies of twentieth century literature. Introduction to the literary work of Thomas Mann and R. M. Rilke. Open to students who have completed 204 or 208 and to seniors by special permission. Three hours. *Miss Schindelin.*

350. RESEARCH OR INDEPENDENT STUDY. Open to graduate students, and, by permission, to seniors. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect courses 104, 202, 204, 208, and grade III courses.

Course 101 may be counted for the degree but not for the major.

Course 102 may count for the major.

Students who start with 101 in college and desire to major in German should consult the department in order to obtain permission to omit 102 and take 202 and 206.

Students intending to major in the department are requested to take 104 or 202 and at least twelve hours of grade III work.

Students intending to teach German will be recommended by the department only if they have taken from six to twelve hours of grade III.

* Courses 305 and 306 will be offered in alternate years.

GREEK

Professors: HELEN HULL LAW, PH.D. (Chairman)
BARBARA PHILIPPA MCCARTHY,[3] PH.D.

101. BEGINNING GREEK. The fundamental facts of Greek grammar with practice in reading and writing. Selections from the great writers of prose and poetry. Open to students who do not present Greek for admission. Six hours. *Miss McCarthy, Miss Law.*

102. MODERN GREEK. Practice in speaking and writing the Greek of today. Open by permission of the instructor. Two hours. *Miss McCarthy.* (Not offered in 1950–51.)

104 (2). CLASSICAL MYTHOLOGY. The more important myths of the classical period in relation to the literature, art, and religion of ancient times; their influence on the literatures of succeeding periods. This course may not be counted toward a major in Greek. Open to all undergraduates. Three hours. *Miss Law.*

201 (1). PLATO. *Apology, Crito* and selections from other dialogues. Prerequisite, 101 or two or three admission units in Greek. Three hours. *Miss Law.*

205 (2). HOMER. Selected books of the *Iliad.* Prerequisites, 101 and 201; or two admission units in Greek and 201; open to others by permission. Three hours. *Miss Law.*

202 (2). HOMER. Selected books of the *Odyssey* or other material selected to meet the needs of the class. Prerequisites, three admission units in Greek and 201, or 205. Three hours. *Miss Law.*

203 (1). GREEK LITERATURE IN ENGLISH TRANSLATION: EPIC, TRAGEDY. Reading of the *Iliad* and *Odyssey*, and plays of Æschylus, Sophocles, and Euripides. Lectures on the origin of epic poetry and tragedy and their influence on later literature. This course may not be counted toward a major in Greek. Open to juniors and seniors without prerequisite, and to sophomores who have completed a course in literature in any department. (This does not include a beginning course in a foreign language.) Three hours. *Miss McCarthy.*

206 (1). WRITING OF GREEK. Review of the essentials of grammar and syntax. Written exercises based on prose selections to be read at sight in class. Open to students who have completed 101 and are taking another course in Greek other than 203 and 104. Three hours. *Miss McCarthy.* (Not offered in 1950–51.)

301. GREEK DRAMA. Reading and study of dramas of Æschylus, Sophocles, Euripides and Aristophanes. Prerequisite, 201 and 205 or 202. Six hours. *Miss Law.*

[3] Absent on leave for the second semester.

302. GREEK POETRY FROM HOMER THROUGH THEOCRITUS. Epic, lyric, and pastoral poetry. Prerequisite, 201 and 205 or 202. By permission, students may elect either semester as a semester course. Six hours. *Miss McCarthy.* (Not offered in 1950–51.)

306. GREEK PROSE FROM HERODOTUS THROUGH LUCIAN. Reading from Herodotus, Thucydides, Plato and Lucian, varying from year to year according to the needs and desires of the class. Prerequisite, 201 and 205 or 202. By permission, students may elect either semester as a semester course. Six hours. *Miss Law.* (Not offered in 1950–51.)

350. RESEARCH OR INDEPENDENT STUDY. Open to seniors by permission, and to graduate students. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect any course in Greek except 101, 102, 206.

Students majoring in Greek are advised to elect some work in Latin. Their attention is also called to the courses in Greek history, classical art, and Greek philosophy.

Students eligible for honors work may elect an interdepartmental honors program in classical archeology (see page 156).

Qualified students may fulfill the second semester of the Biblical history requirement by electing Biblical History 210, THE FIRST THREE GOSPELS IN GREEK.

HISTORY

Professors: EDWARD ELY CURTIS, PH.D.
JUDITH BLOW WILLIAMS, PH.D.
EVELYN FAYE WILSON, PH.D. (Chairman)
Associate Professors: HENRY FREDERICK SCHWARZ[1], PH.D.
CHARLOTTE ELIZABETH GOODFELLOW, PH.D.
Assistant Professors: JOHN HEWITT MITCHELL, PH.D.
EDWARD VOSE GULICK, PH.D.
JOSEPH LEWIS SULLIVAN, M.A.
Instructors: ALICE BIRMINGHAM COLBURN, M.A.
THEODORE STEPHEN HAMEROW, M.A.

101. MEDIEVAL AND EARLY MODERN EUROPE. A study of the origins of modern European civilization and the modification of political, social, and economic institutions and concepts under changing conditions: the development of Christianity and Christian churches; the assimilation of the heritage of the ancient world; feudalism and the rise of the middle class; and the development and expansion of the national state.

[1] Absent on leave.

Open to all undergraduates. This course, 102 or 103 is prerequisite to later election. Six hours. *Miss Wilson, Mr. Mitchell.*

102. Modern European History. A survey of the European world in the seventeenth century. The evolution of modern Europe as determined by such movements as colonial expansion, economic and political revolutions, ideological changes, and international relations. The emergence of present world problems. Open to all undergraduates. This course, 101 or 103 is prerequisite to later election. Six hours. *Mr. Gulick, Mr. Sullivan, Mrs. Colburn, Mr. Hamerow.*

103. History of Western Thought. The basic ideas which have moulded western civilization traced in their development from classic times in relation to the major trends in western European history. Illustrated by reading from works of great historical importance. Open to sophomores, juniors, and seniors who have not taken History 101 or 102 and, by permission, to freshmen who have some knowledge of European history. Six hours. *Miss Williams.*

200. History of Europe from the Decline of Rome to the Present Time. The development, out of medieval society, of national states, industrialization, European expansion overseas, world conflicts. Modern efforts to restore a sense of unity to society. (Primarily for nonmajors.) Open to juniors and seniors, except those who have taken 101 or 102. Six hours. *Mr. Hamerow.*

202 (1), (2). Europe in the Twentieth Century. The causes and course of the War of 1914–18, the peace settlements, revolutions and the emergence of communism, fascism and national socialism, social and economic tension, rivalries among the powers, the recent conflict. Prerequisite, six hours in history or political science or economics. Three hours. *Mrs. Colburn.*

203*. History of Greece. A brief survey of the oriental civilizations by which the Greeks were influenced. A study of the social, economic, and political development of the Greek State; museum trips, illustrated lectures, and readings from works of the great writers to illustrate the most significant aspects of Greek civilization. Prerequisite, six hours in history; no prerequisite to those who are giving special attention to the classics or Greek philosophy. Six hours. *Miss Goodfellow.*

204*. History of Rome. A general survey of Roman history. The conclusions of modern archæologists and historians with regard to the earlier period, with main emphasis upon Rome's experiments in govern-

* Offered in alternate years.

ment, the attempts of her statesmen to solve the social and economic problems of the Republic, and the Empire, and upon the development of Rome's legacy to the modern world. Prerequisite, six hours in history; no prerequisite to those who are giving special attention to the classics. Six hours. *Miss Goodfellow.* (Not offered in 1950–51.)

205 (2). COLONIAL AMERICA. The foundation and growth of the British colonies in America. Emphasis upon colonial policy and administration, and upon the causes and course of the American Revolution. Open to juniors and seniors without prerequisite, and to other students who have completed six hours in history or who have completed or are taking Economics 204, English 223, Geography 209, Philosophy 204. Three hours. *Mr. Curtis.*

206*. CENTRAL EUROPE. A survey of Central Europe—Germany, Poland, Bohemia, and the Danube Valley—since the fourteenth century; the political evolution of the states in this area, with emphasis on social and cultural developments and relationships. Open to students who have completed six hours in history or who are giving special attention to the study of German. Six hours. *Mr. Hamerow.*

209. HISTORY OF RUSSIA. A survey of political, social, and economic life in Russia from the earlier times to the present, including the conflict between forest and steppe, the development of the Muscovite autocracy, expansion and consolidation under Peter and Catherine, reaction and revolution in the nineteenth and twentieth centuries, and the emergence of the Soviet Union as a world power. First semester, to the end of the eighteenth century; second semester, the nineteenth and twentieth centuries. By permission either semester may be taken independently. Open to all seniors, to juniors who have completed or are taking another course in history, and to sophomores who have completed six hours. Six hours. *Mr. Sullivan.*

210 (1). THE AGE OF LOUIS XIV IN FRANCE. Society and government in France during the "golden age" of absolutism. An extensive review of the Wars of Religion and the development of France under Henry IV and Louis XIII. Intensive study of the nature of the absolute monarchy and foreign relations under Louis XIV, with analysis of the social and intellectual life of the age. Prerequisite, six hours of history; no prerequisite to those giving special attention to the study of French. Three hours. *Mr. Mitchell.*

211 (2). THE ENLIGHTENMENT, THE FRENCH REVOLUTION, AND NAPOLEON. An analysis of the intellectual, social, and political forces in France after 1715 which combined to produce the crisis of 1789. Followed by a study of the era of the Revolution and Empire, with empha-

*Offered in alternate years.

sis on the new social and political ideals of this period and on the relations of France with Europe. Prerequisite, same as for 210. Three hours. *Mr. Mitchell.*

213. History of England. A general survey of English history, political, social, economic, and cultural, with special emphasis on England's contributions to the modern world. Some attention to England's oversea expansion and the formation of the British Empire. Open to sophomores, juniors, and seniors who have completed six hours in history or are giving special attention to English literature, political science, economics, or sociology. Six hours. *Miss Williams.*

214 (1). The Rise of the Latin-American Republics. A survey of the exploration and conquest of the New World by the Spaniards. Spanish colonial policy and the causes of the revolutionary movement. The wars of liberation and the emergence of the present republics, with special reference to the recent history of Mexico, Brazil, and Argentina. Prerequisite, six hours in history. No prerequisite to sophomores, juniors, and seniors who are majoring in Spanish, or have completed Geography 303 or 304, Political Science 207, or Sociology 306. Three hours. *Mr. Curtis.*

217. The Renaissance and Reformation in Europe. A study of relationships between economics, politics, and culture in western Europe, 1300–1600: the rise of capitalism and the middle class, the renaissance state, and humanism in its various aspects. In the second semester, the Protestant revolt and the Catholic reformation. By permission, either semester may be taken independently. Prerequisite, six hours in history or art. Six hours. *Miss Wilson.*

221 (1). The Founding of American Nationality, 1787–1865. The framing and adoption of the Constitution, the founding of political parties, the westward movement, the rise of the slave power, irrepressible conflict and the Civil War. Open to juniors and seniors without prerequisite, and to other students who have completed six hours in history or who have taken or are taking Economics 204, Geography 209, Philosophy 204, or Political Science 201 or 202. Three hours. *Mr. Curtis.*

222 (2). The Emergence of Modern America, 1865 to the Present Time. Political and economic reconstruction, the New South, the Cleveland era, the rise of progressivism, global wars and retreat from isolationism, the advent of the New Deal. Prerequisite, same as for 221. Three hours. *Mr. Curtis.*

304. England Under the Tudors and Stuarts. The Renaissance and Reformation in England; Puritanism and its accompanying democratic ideals; the constitutional struggles of the sixteenth and seven-

teenth centuries; social and economic changes initial to the founding of the British Empire. Open to juniors and seniors who have completed 12 hours in history. Six hours. *Miss Williams.* (Not offered in 1950–51.)

305. DIPLOMATIC HISTORY OF EUROPE SINCE 1789. Problems of European diplomacy and statecraft from 1789 to the present, with emphasis on the Congress of Vienna, the Eastern Question, the effect of Italian and German unification on European diplomacy, Bismarck, the causes of World War I, peacemaking in 1919, and the causes of World War II. Open to juniors and seniors who have had twelve hours of history, including three hours of modern history; by permission, to specially qualified students in political science or economics who have had History 102 or 200. Six hours. *Mr. Gulick.*

306. BRITISH HISTORY SINCE 1815. Postwar problems and conditions in England in 1815. The significant developments in the political, social, and intellectual history of Great Britain and the British Empire, and England's part in world affairs, until the present. During the first semester, political, social, and cultural developments in England will be emphasized, while foreign relations and imperial affairs will be stressed in the second. By permission of the instructor, either semester may be taken independently. Open to juniors and seniors who have completed nine hours in history or Economics 209. Six hours. *Miss Williams.*

307. AMERICAN FOREIGN RELATIONS. The most significant diplomatic problems which have arisen as the result of war, westward expansion, the growth of foreign commerce, immigration, and the challenge of totalitarianism. The origin of important treaties, the development of the Monroe Doctrine, and the evolution of the United States into a world power. Open to juniors and seniors who have completed 12 hours in history or nine hours in history and Economics 314, or who have taken or are taking Political Science 208 or 301. Six hours. *Mr. Curtis.*

308 (1). EUROPEAN IMPERIALISM SINCE 1870. A review of theories and attitudes concerning imperialism as developed during the nineteenth and twentieth centuries. An analysis of the motives, forms, and character of European expansion in Africa, the Middle East, and the Orient since 1870. A review of the present situation in the European colonial empires. Open to juniors and seniors who have completed 12 hours in history or nine hours in history and Economics 314. Three hours. *Mr. Gulick.*

309. MEDIEVAL CULTURE FROM ST. AUGUSTINE TO DANTE. A study of society, thought, and learning in the early middle ages, the influence of

Byzantine and Moslem civilizations in the West, the medieval renaissance, and the synthesis of the thirteenth century. Open to juniors, seniors, and graduates who have had a course of grade I or II, or are taking a course of grade III, in medieval history, art, or literature (for example, History 101, Latin 106, Art 205, French 201, 321, Italian 301, Biblical History 302, English 220). Six hours. *Miss Wilson.*

310 (2). International Relations: The Far East. China and Japan in the nineteenth and twentieth centuries, with emphasis on their distinctive cultures, the impact of the West on those cultures, the Chinese revolution, Japanese expansion, and the emergence of Chinese communism. Special attention to the interests of Europe and America in the Far East. Open to juniors and seniors who have either (1) completed a course of grade I and have completed or are taking six hours of grade II in history, or (2) completed six hours of grade II in history. Specially qualified non-majors who have not completed the prerequisites may be admitted by permission. Three hours. *Mr. Gulick.*

312 (1). International Relations: the Near East. A general view of international relations in the Near East since the Congress of Berlin, with special reference to postwar settlements and to present conditions. Prerequisite, same as for 310. Three hours. *Mr. Gulick.* (Not offered in 1950–51.)

313 (1). Russia in Transition. A Century of Russian Civilization. Life and thought in Russia since the middle of the nineteenth century. Changes in political institutions, social structure, ethical and artistic standards, with special attention given to prominence and significance in Russian history of Tolstoy, Dostoyevski, and Lenin. Prerequisite, same as for 310. Three hours. *Mr. Sullivan.*

314*. Political and Cultural History of Germany since the Seventeenth Century. A study of German society, and the evolution of the intellectual and artistic life of Germany against the background of political institutions and relationships, from the middle of the seventeenth through the nineteenth century. Attention will be given to the diversity of German culture and to the effect of outside influences and their assimilation. Open to juniors and seniors who have completed or are taking six hours of grade II in history. Specially qualified students who have not completed the prerequisite may be admitted by permission. Six hours. *Mr. Schwarz.* (Not offered in 1950–51.)

315 (2). Seminar. The changing conceptions of history and history-writing as illustrated by a study of selected historians from Herodotus to the present time. Emphasis upon the relation of these conceptions

* Offered in alternate years.

to the intellectual background out of which they developed and their influence upon contemporary historical thought. Open to graduate students and approved seniors who are majoring in history. Three hours. *The Teaching Staff.*

350. RESEARCH OR INDEPENDENT STUDY. By consultation with the department, students may arrange for from two to six hours of individual work. Open, by permission, to juniors and seniors who have completed or are taking a course of grade III in history. Two to six hours. The amount of work contemplated must be indicated at the time at which electives are due.

DIRECTIONS FOR ELECTION

Students electing history may choose any of the introductory courses 101, 102 or 103, but not more than one of these courses may be counted in a major. These courses are designed to help the student to acquire methods of historical work, and to furnish a basis for the more detailed study of particular periods.

For purposes of the general examination in history required of major students, the work of the department has been distributed among five fields: (1) Ancient, (2) Medieval and Early Modern to 1648, (3) Modern European, (4) American and Latin-American, (5) International relations (includes also foreign policy, diplomatic history, imperialism, British Empire). A student concentrating in history will normally distribute her elections so as to include at least a semester's work above the level of grade I in *three* of these fields.

A maximum of six hours of closely related work in political science, economics, or geography may, by permission, be included as part of a major in history.

Students proposing to teach history are advised to take at least four courses in the department. Their attention is called to Education 308, The Teaching of Social Studies in the Secondary School.

EXEMPTION EXAMINATION

Students who before entering college have had unusual preparation in European history with regard to both amount and type of training may apply for examination for exemption from the requirement for distribution, or for entrance directly into grade II work. In addition to the evidence offered by the examination, they will be expected to give further indication of their training by submitting papers prepared in secondary school for their classes in history.

HYGIENE AND PHYSICAL EDUCATION

Professor: RUTH ELLIOTT, PH.D. (Chairman)
Associate Professors: ELIZABETH BEALL[2], PH.D.
ADA ROBERTA HALL, PH.D.
ASSOCIATE PROFESSOR OF PHYSIOLOGY.
KATHARINE FULLER WELLS, PH.D.
Assistant Professors: MARION ISABEL COOK, M.A.
ELINOR MARIE SCHROEDER[3], PH.D.
EVELYN KATHRYN DILLON, PH.D.
Instructors: JEAN KNAPP MARSH, M.A.
MARIAN KINNAIRD SOLLEDER, M.A.
BEVERLY ANNE BULLEN, M.S.
SYLVIA VIRGINIA LISBERGER, M.A.
Teaching Assistants: MARGARET LOIS REYNOLDS, B.S.
FRANCES EVANS CAMP, B.S.

Lecturer: ANNE LEE DELANO, M.A.
Special Lecturers: ANDREW ROY MACAUSLAND, M.D., ORTHOPEDICS.
CLIFFORD L. DERICK, M.D., INTERNAL MEDICINE.
SAMUEL R. MEAKER, M.D., MENSTRUAL FUNCTION.
BRITTON F. BOUGHNER, B.P.E., RECREATION.

Registrar: MARION DOROTHY JAQUES, B.A.
Musician for the Dance: KATHRYN R. HODGSON.

I. UNDERGRADUATE COURSES*

The Department of Hygiene and Physical Education, through its program adapted to individual needs and abilities, aims to help each student to build up sufficient strength and vitality to meet the demands of a normally active life; to appreciate and practice fundamental health habits; to develop a normal carriage, a sense of rhythm, coördination and motor judgment; to be a coöperative and contributing participant in group activity; and to acquire skill and a lasting interest in wholesome forms of recreation.

Two hours a week of physical education activities are required for freshmen and sophomores. The activity program of each year is divided into three seasons: fall, winter, spring.

Activity Requirement: The department requires that during their first two years at college students should take: (1) at least two seasons of individual sport (either the same or different sports); (2) at least one season of group activity (i.e. team sport, modern dance, or square dance); (3) fundamentals of movement and conditioning in the winter of the freshman year.

A student's choice of activity is subject to the approval of the department, on the basis of the results of the medical and physical examinations, and the student's previous experience. If a student can demonstrate a fair degree of skill

[2] Absent on leave for the first semester.

[3] Absent on leave for the second semester.

* See Section II, page 109, for opportunities for juniors and seniors to enroll in professional courses and for information relative to the five-year course in hygiene and physical education.

in an individual sport, or if she has a Junior or Senior Life Saving Certificate, she may substitute other activities for individual sports.

Posture Requirement: Every student is expected to attain a grade of at least C minus on her posture photograph. Failure to meet this standard at the end of the second year of indoor work will necessitate enrollment in course 125 until the standard is attained or until the end of the winter season of the senior year. The 122 winter grade will be withheld until this requirement is fulfilled.

121. ACTIVITIES FOR FRESHMEN. Choice of the following: *Fall:* Archery, canoeing, golf, hockey, modern dance, rowing, swimming (elementary), tennis, volley ball. *Winter:* Fundamentals of movement and conditioning (conditioning exercises, modern dance techniques, swimming). *Spring:* Archery, canoeing, golf, modern dance, rowing, swimming (elementary), tennis. Required of freshmen, two periods a week. *The Staff.*

122. ACTIVITIES FOR SOPHOMORES. Choice of the following: *Fall:* Activities listed under 121. *Winter:* Badminton, basket ball, modern dance, senior life saving, square and round dancing, squash, swimming, water safety instructor training course. *Spring:* Activities listed under 121. Required of sophomores who have completed 121. Two periods a week. *The Staff.*

124. POSTURE AND BODY MECHANICS FOR FRESHMEN. Required of freshmen whose orthopedic condition indicates the need of individually planned exercise. Two hours a week in the winter, with 121 fall and spring. *Miss Wells, Miss Lisberger.*

125. POSTURE AND BODY MECHANICS FOR SOPHOMORES. Required of sophomores whose orthopedic condition indicates the need of individually planned exercise. Two hours a week in the winter, with 122 fall and spring. *Miss Wells, Miss Lisberger.*

126. VOLUNTARY ACTIVITIES FOR ALL STUDENTS. Students may elect with the permission of the department any of the activities listed under 121 or 122. Open to all students and faculty. Two hours a week in the fall, winter, or spring terms. *The Staff.*

131. MODIFIED ACTIVITIES FOR FRESHMEN. *Fall:* Choice of archery, canoeing, golf, tennis, volley ball. *Winter:* Fundamentals of movement and conditioning. *Spring:* Choice of archery, canoeing, golf, tennis. Required of freshmen whose physical condition indicates the need of modified activities. Two hours a week. *Miss Schroeder.*

132. MODIFIED RECREATIONAL ACTIVITIES FOR SOPHOMORES. *Fall:* Choice of archery, canoeing, golf, tennis, volley ball. *Winter:* Recreational activities. *Spring:* Choice of activities listed under 131. Required of sophomores whose physical condition indicates the need of modified activities. Two hours a week. ——— ———.

II. Professional Training in Hygiene and Physical Education for Undergraduate and Graduate Students

Professional courses in hygiene and physical education are offered to both undergraduate and graduate students. The courses are designed (1) to fit students to become specialists in the field of physical education, recreation and health work; (2) to provide basic training for those who wish to combine with other teaching work as assistant in physical education, or camp and recreational work.

undergraduate electives

Though there is no major in hygiene and physical education, 207, 208, and 303, counting toward the B.A. degree, and courses 202, 203, 204, 217, 218, may be elected with the consent of the instructor of the course and the student's class dean. Successful work in selected theory and activity courses should enable such students to assist in physical education or recreation under the guidance of trained specialists.

suggestions for undergraduates who are candidates for the b.a. degree, and for the teaching certificate and m.s. degree in hygiene and physical education

The work for the B.A. degree may be completed in four years. An additional year beyond the Bachelor's degree is necessary to complete the requirements for the Teaching Certificate and M.S. degree.

A student may enter this five-year course at the beginning of her freshman, sophomore, or junior year. The Recorder will furnish the student with a form to be presented to the chairman of the department, since permission to register for the five-year course must be obtained from the chairman by each applicant. By the end of the sophomore year a student should have completed Hygiene and Physical Education 121, 122, Biblical History 104, Chemistry 101, Psychology 101, the prescribed course in English composition, and six additional hours from one or more of the following fields: bacteriology, biology, hygiene, physics, sociology, and psychology.

The following electives are suggested: courses in economics, education, sociology, psychology, bacteriology, zoölogy, physics, Hygiene 202, 217, 218. Students wishing to meet the requirement for state teachers' certificates should consult the education department. A full major in zoölogy is an advantage.

It is essential for candidates to develop basic skills in the following activities as prerequisites for the required methods courses: swimming and modern dance before the junior year; basketball, hockey, badminton or tennis, and one additional sport from the following: archery, badminton, canoeing, golf, tennis, before the senior year. It is desirable

to attain skill in as large a variety of physical education activities as possible.

The American Red Cross Standard First Aid Certificate and the Senior Life Saving Certificate are required for the Teaching Certificate in Hygiene and Physical Education and should be secured before the junior year.

SCHEDULE OF PROFESSIONAL COURSES IN THE FIVE-YEAR PROGRAM

Freshman and Sophomore Years: Specially qualified students may elect methods courses 202, 203, 204 in lieu of the required courses 121 and 122. Students are advised to consult the chairman of the department concerning such a plan.

Junior Year: 126, 202 c, 204, 210, Education 200, Zoölogy 301, 313. Hygiene 207 and Zoölogy 302 may be taken in the junior or in the senior year.

Senior Year: 126, 202 a, b; d or e; and one additional sport from the following: d, e, f, g, i; 203, 208, 303, and Hygiene 207 and Zoölogy 302 if not completed in the junior year.

Fifth Year: 214, 304, 306, 309, 321, 322; and for candidates for the M.S. degree in Hygiene and Physical Education one of the following graduate courses: 318, 324, 350, an approved graduate course in an allied department, or a thesis.

Students are referred to the *Bulletin of the Graduate Department of Hygiene and Physical Education.*

GRADUATE WORK

(For a full description, see the *Bulletin of the Graduate Department of Hygiene and Physical Education*)

Graduates of colleges of satisfactory standing are admitted to the graduate work of the department. For the full professional course leading to the teaching certificate and to the master's degree, two years are required. Students, however, who as undergraduates have completed a major in hygiene and physical education may fulfill the requirements for the master's degree in one year.

TEACHING CERTIFICATE IN HYGIENE AND PHYSICAL EDUCATION

Candidates should present for admission one year of chemistry (chemistry completed in secondary school may be accepted), one semester of psychology or educational psychology, one semester of principles of education, and six additional hours from one or more of the following fields: bacteriology, biology, hygiene, physics, sociology, and psychology. Whenever possible the equivalent of mammalian anatomy (Zoölogy 301 and 313) and physiology (Zoölogy 302) should

be presented for admission. The following electives are suggested: courses in economics, education, sociology, psychology, bacteriology, biology, physics, and music. Students planning to teach in public schools should include education courses required for state certification in their undergraduate program.

It is essential that candidates attain skill, before admission, in basket ball, hockey, life-saving, modern dance, swimming, badminton or tennis; and as many as possible of the following: archery, badminton, canoeing, golf, tennis. The methods courses in these activities deal primarily with teaching method, organization, and related theory. If a student lacks skill needed for profitable work in any of these methods courses, additional practice will be required in undergraduate classes at Wellesley College. It is desirable to attain skill in other activities, such as folk, square and tap dancing, gymnastics and apparatus, fencing, lacrosse, rowing, soccer, softball, squash, volley ball and winter sports.

The American Red Cross Standard First Aid Certificate and the Senior Life Saving Certificate are required for the Teaching Certificate in Hygiene and Physical Education and should be secured before admission.

MASTER OF SCIENCE IN HYGIENE AND PHYSICAL EDUCATION

Graduate students who have qualified for advanced study and research, who have completed or are completing the requirements for the Teaching Certificate, may register for and complete in one or two years the twenty-four hours required for the M.S. degree in Hygiene and Physical Education. This requirement may be fulfilled by electives from the following: Hygiene and Physical Education 303, 318, 321, 322, 324, 350, thesis, and, with special permission, graduate courses in closely allied fields.

202. TECHNIQUE OF TEACHING SPORTS. Teaching methods, officiating, organization, equipment: (*a*) Basket ball—two hours a week in the fall. (*b*) Hockey—two hours a week in the fall. (*c*) Swimming—two hours a week, second semester. (*d*) Badminton—one hour a week in the winter. (*e*) Tennis—two hours a week in the spring. (*f*) Archery—one hour a week in the spring. (*g*) Canoeing—one hour a week in the spring. (*h*) Fencing—two hours a week in the winter, second semester. (*i*) Golf—two hours a week in the fall. (*j*) Lacrosse—one hour a week in the spring. (*k*) Squash—one hour a week in the fall. (*m*) Synchronized swimming—one hour a week, first semester. (*p*) Water Safety Instructor Training course—three hours a week, first semester. Required of first or second-year graduate students: *a*, *b*, *c*; *d or e;* and one additional sport from the following: *d*, *e*, *f*, *g*, *i*. Prerequisite, basic skills in each one of the activities elected by the student

except in squash. Prerequisite for (*m*), 202 (*c*). *Miss Beall, Miss Schroeder, Miss Wells, Miss Dillon, Miss Delano, Miss Solleder.* ((*h*) not offered in 1950–51.)

203. TECHNIQUE OF TEACHING GYMNASTICS, APPARATUS, AND TUMBLING. Lectures on gymnastic terminology, selection and adaptation of material, progression; methods of presentation with practice in teaching. Required of first-year graduate students. Two hours a week in the winter. *Miss Beall, Miss Bullen.*

204. TECHNIQUE OF TEACHING RHYTHMIC ACTIVITIES. Rhythmic fundamentals; methods, materials, and practice teaching for elementary school level; music in relation to movement; technique of percussion; folk, square, social, modern and pre-classic dance for various age levels. Required of first-year graduate students. Prerequisite, elementary modern dance. Six hours. *Mrs. Marsh, Mrs. Hodgson.*

207 (1). MEASUREMENT IN PHYSICAL EDUCATION. The development, use, and interpretation of objective measurement and statistical methods in physical education. Required of first-year graduate students. This course counts three hours toward the B.A. degree. *Miss Schroeder.*

208. LEADERSHIP IN PLAY AND RECREATION; CAMP COUNSELING. Growth and development of the child and adolescent; play in education. Selection and adaptation of play activities for different age periods. Principles and methods of teaching. Social recreation programs and municipal recreation departments. Camp counseling. Required of first-year graduate students. Psychology or educational psychology is prerequisite. This course counts six hours toward the B.A. degree for students in the five-year program. Other students may elect one semester only for credit. *Miss Beall, Miss Cook, Miss Dillon.*

210 (1). PHYSICAL EXAMINATION. Organization, purpose, and techniques of the physical examination; types of records; interpretation of findings. Required of first-year graduate students. Two hours. *Miss Wells.*

214. SUPERVISED TEACHING. Responsible teaching experience, under supervision, in health and physical education programs of elementary and secondary schools, recreation centers, and in college undergraduate classes. Required of first-year graduate students four hours a week. Required of second-year graduate students four to eight hours a week. *Miss Cook and the Staff.*

217 (1). MODERN DANCE WORKSHOP. Analysis of technical exercises for intermediate and advanced modern dance classes; development of technical studies in dance form; organization and function of dance groups; the collaborative project on the secondary school and college

level; dance production. Lectures, discussion, observations, practical projects. Open to second-year graduate students, and to undergraduate students by special permission. Prerequisite, modern dance unit of 204. Two hours. *Mrs. Marsh.*

218 (2). Problems in Dance Composition. Thematic material, form and design, methods of development, criteria for evaluation. Open to second-year graduate students, and to undergraduate students by special permission. Prerequisite, modern dance unit of 204. Two hours. *Mrs. Marsh.*

301 (1). Mammalian Anatomy. (Zoölogy 301—See Department of Zoölogy and Physiology.)

313 (2). Mammalian Anatomy. (Zoölogy 313—See Department of Zoölogy and Physiology.)

302. Physiology. (Zoölogy 302—See Department of Zoölogy and Physiology.)

303. Kinesiology. First semester: study of joint and muscle function; analysis of fundamental movements. Second semester: mechanical principles of human motion; anatomical and mechanical analysis of posture, physical education skills and everyday activities. Required of first-year graduate students. Course 301 or its equivalent is prerequisite. Course 301 may be taken concurrently. Physics, while not required, is strongly recommended. This course counts six hours toward the B.A. degree, or the M.S. degree in Hygiene and Physical Education. *Miss Wells.*

304. Principles and Philosophy of Physical Education. Study and discussion of the aims and objectives of physical education, including historical development, relation to the general field of education, and analysis of present-day programs and methods in terms of objectives. Required of second-year graduate students. Four hours. *Miss Elliott.*

306 (2). Organization and Administration. The study of procedures upon which the teaching situation depends; i.e., selection and adaptation of activities, examination and grouping of pupils, testing the results of teaching, evaluation of the teacher and leader, provision of equipment, department organization. Illustrative problems selected from elementary, secondary schools, colleges, and recreation agencies. Required of second-year graduate students. Two hours. *Miss Elliott.*

309. Orthopedic and Remedial Physical Education. The study of body mechanics, corrective exercise, and massage. Preparation for teaching corrective physical education. Supervised teaching in the Wellesley College Posture Clinic for Children. Lectures by an ortho-

pedist and observation in orthopedic clinics. Required of second-year graduate students. The first semester of course 303 or its equivalent is prerequisite. Six hours. *Miss Wells, Dr. MacAusland.*

318. PROBLEMS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. Discussion of trends and current problems in these fields. Open in the first semester to second-year graduate students who have had the equivalent of courses 304 and 306. Open to all second-year graduate students in the second semester. By permission students may elect either semester as a semester course. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. *Miss Elliott, Miss Cook.*

321. APPLIED PHYSIOLOGY. The application of human physiology to the problems of hygiene and physical education. The physiological aspects of exercise, fatigue, coördination, training, growth, functional tests, nutritional standards, and other topics related to the teaching of health and physical education. Required of second-year graduate students. Hygiene 207 and Zoölogy 302, or their equivalents, are prerequisite. Course 207 may be taken concurrently with the permission of the instructor. Three hours a week of lecture and recitation for a year, and one two-hour laboratory period in the winter, counting six hours. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. *Miss Hall.*

322. HEALTH PROBLEMS OF SCHOOL AND COMMUNITY. Social, economic, and educational influences on health; health agencies at work. Principles and procedures in conducting a health program. Health services, environmental hygiene, instruction and guidance, curriculum construction, methods and materials, appraisals. Special problems in various areas of health education. Required of second-year graduate students. This course counts six hours toward the M.S. degree in Hygiene and Physical Education. *Miss Cook and Special Lecturers.*

324 (1). METHODS OF RESEARCH. Survey of research methods and techniques applied to and illustrated by various types of study in health, physical education, and recreation. Problems in reporting research; evaluation of completed studies. Open to second-year graduate students. This course counts three hours toward the M.S. degree in Hygiene and Physical Education. *Miss Schroeder and other Members of the Staff.*

350. RESEARCH OR INDEPENDENT STUDY. With the permission of the department, qualified graduate students may arrange for directed individual study in hygiene and physical education. Open to second-year graduate students. Three to six hours. This course counts toward the M.S. degree in Hygiene and Physical Education.

INTERDEPARTMENTAL COURSES

103. AN INTRODUCTORY COURSE IN BIOLOGY. A course designed to introduce the student to fundamental biological principles as a basis for an understanding of the nature and the unity of living things and of the place of man in the biologic world. Open to students who have not offered biology for admission. In general, two hours of lecture and discussion and four of laboratory or field work. Six hours. *Mrs. Wilson, Miss Creighton, Miss Hutchinson.*

106. AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE. A course designed to acquaint the student with some of the basic concepts of physics and chemistry, the characteristics which these sciences possess in common, and an appreciation of the methods by which the concepts have been developed. Selected fundamental concepts and principles will be studied in a setting which includes both the circumstances surrounding their evolution and their effect on modes of scientific thought. Open to students who do not present chemistry or physics for admission. Three periods of lecture and discussion and one three-period laboratory appointment. Six hours. *Miss H. Jones, Miss Lucy Wilson, Miss Boyd, Miss Loud, Mrs. Martin, Miss Towne.*

107.* INTERPRETATIONS OF MAN IN WESTERN LITERATURE. Representative views of the nature of man, and of his relation to the universe and society, reflected in the work of major writers of the western world; the expression of their thought in significant artistic form, such as epic, drama, essay. Open to sophomores, juniors, and seniors, and to specially qualified freshmen by permission of the Dean of Freshmen. Six hours. *Miss Taylor, Miss Lever, Miss D. Jones.*

ITALIAN

Professors: GABRIELLA BOSANO, DOTTORE IN FILOLOGIA MODERNA, LITT.D. (Chairman)
ANGELINE LA PIANA, DOTTORE IN LETTERE.

The language of the classroom is Italian except for occasional necessary explanations of grammar and idioms.

A limited number of qualified students are permitted, when practicable, to spend the junior year in Italy with the foreign study group of Smith College.

A summer term at the Italian School, Middlebury College, is recommended.

101. ELEMENTARY COURSE. The fundamental elements of Italian grammar and a general view of Italian civilization through frequent oral and written exercises. Reading aloud with special emphasis on correct pronunciation. Four class periods and five hours of preparation

* This course may be elected to fulfill the literature requirement in group I.

each week. Open to students who do not present Italian for admission. Six hours. *Miss Bosano, Miss La Piana.*

103. INTRODUCTION TO THE STUDY OF THE ITALIAN RENAISSANCE. First semester: intensive study of the Italian language and of the background for a general knowledge of Italy in the Renaissance. Second semester: reading and discussion of selections from outstanding Italian authors of the period such as: Petrarca, Boccaccio, Vasari, Leonardo da Vinci, Machiavelli, Castiglione, Bandello, Tasso, and Guarino. The language used in the classroom is English. No prerequisite. Open to seniors and, by special permission, to juniors. Six hours. *Miss Bosano.*

201. HISTORY OF ITALIAN LITERATURE IN THE TWENTIETH CENTURY. Emphasis on drama and fiction as represented by the works of D'Annunzio, Pirandello, Deledda, and others. Prerequisite, 101 or equivalent. Six hours. *Miss La Piana.*

202. HISTORY OF ITALIAN LITERATURE IN THE NINETEENTH CENTURY. A study of the literature of the nineteenth century as the expression of the political and philosophical thought of the period. Special emphasis on the works of G. Mazzini, A. Manzoni, and G. Carducci. Prerequisite, 101 or equivalent. Six hours. *Miss Bosano.* (Not offered in 1950–51.)

205. COMPOSITION. Difficult parts of Italian grammar and syntax. Free composition with special attention to letter writing. The subject matter will deal chiefly with contemporary Italy. Open to students who have completed 101. Two hours. *Miss La Piana.*

206. PRACTICAL PHONETICS AND CONVERSATION. Practice in the spoken language. Emphasis on rhythm and melody and clear phrasing. Application of practical phonetics to radio work by means of records and soundscriber discs. Open to students who have completed 101. Four hours. *Miss La Piana.*

207. THE REALISTIC AND PSYCHOLOGICAL NOVEL IN THE NINETEENTH CENTURY. An intensive study of the work of G. Verga of the school of realism, and of A. Fogazzaro and the psychological novel. Additional reading and *analisi estetica* of selected poems of G. Parini, U. Foscolo and G. Leopardi. Prerequisite, 101 or equivalent. Six hours. *Miss Bosano.*

301.* DANTE AND HIS TIME. The outstanding characteristics of the Middle Ages and its writers. The reading of Dante's *Divina Commedia* and *Vita Nuova* in the original and in full. Open, by permission, to

* It will be the privilege of students in grade III courses to have access to the manuscripts and early—often contemporary—editions of Italian authors contained in the Frances Pearsons Plimpton Collection.

juniors and seniors who have completed or are taking 201 or 202 or 207. Six hours. *Miss Bosano.*

304.* TRANSLATION. Translation from English into Italian and vice versa of passages drawn from literary and scientific works. Emphasis on specific, technical vocabulary. Open to students who have completed 101, 201, 202, or 207. Two hours. *Miss La Piana.*

306.* CONVERSATION. Conversation based on reading and critical study of articles from Italian newspapers and reviews. The purpose of this course is to familiarize the students with the language used in current publications. Open to students who have completed 101, 201, 202, or 207. Four hours. *Miss La Piana.*

307.* DRAMA AND SHORT STORIES IN THE ITALIAN RENAISSANCE. Emphasis on the plays of Poliziano, Guarini, Machiavelli, Ariosto, Tasso, Aretino, and Lasca, and on the short stories of Boccaccio and Bandello. Open, by permission, to juniors and seniors who have completed or are taking 301. Six hours. *Miss Bosano.*

308.* HISTORY AND EPICS IN THE ITALIAN RENAISSANCE. A detailed study of Machiavelli's and Guicciardini's works, considered as literary masterpieces, and the poems of Pulci, Boiardo, Ariosto, and Tasso. Open, by permission, to juniors and seniors who have completed or are taking 301. Six hours. *Miss Bosano.* (Not offered in 1950–51.)

309.* SEMINAR. REVIVAL OF CLASSIC LEARNING IN ITALY AND ESPECIALLY IN FLORENCE DURING THE FOURTEENTH AND FIFTEENTH CENTURIES. Development of Italian Humanism from F. Petrarca to A. Poliziano traced so that students may estimate the achievements of a new era in Italian civilization. Open to graduate students and, by permission, to seniors. Six hours. *Miss Bosano.* (Not offered in 1950–51.)

310.* SEMINAR. MODERN ITALIAN DRAMA. Development of the drama during the seventeenth and eighteenth centuries, from the *Commedia dell'arte* to Goldoni and Alfieri. Open to graduate students and, by permission, to seniors. Six hours. *Miss La Piana.*

350. RESEARCH OR INDEPENDENT STUDY. By consultation with the department students may arrange for individual work. Open, by permission, to juniors and seniors who have completed or are taking a course of grade III in the department. Two to six hours.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect courses 201, 202, 207, and grade III courses (except 304, 306).

* It will be the privilege of students in grade III courses to have access to the manuscripts and early—often contemporary—editions of Italian authors contained in the Frances Pearsons Plimpton Collection.

A major in Italian is generally based on 101. It is very desirable that students majoring in Italian should have had or be taking a college course in one of the ancient or modern languages, and should elect such courses in history and art as deal in whole or in part with Italian civilization and culture. Such courses will be required of students working for honors.

Students taking a 24 hour major should include 201 or 202 or 207, 205, 206, 301, 307 or 308.

Students taking a 30 hour major should include 201, 202 or 207, 301, 304, 306, 307 or 308.

NOTE:—101 may not count toward the major.

LATIN

Professor: DOROTHY MAE ROBATHAN, PH.D.
Associate Professors: MARGARET ELIZABETH TAYLOR, PH.D. (Chairman)
CHARLOTTE ELIZABETH GOODFELLOW, PH.D.

102. BEGINNING LATIN. The aim of the course is to acquire in one year sufficient knowledge of grammar and syntax to enable the student to read Latin authors. Reading will include simple Latin and selections from classical writers. Open to students who do not present Latin for admission. Six hours. *Miss Robathan.*

103. VERGIL OR CICERO; LYRIC POETRY. (*a*). Epic: Selections from the *Æneid;* Lyric: Catullus and Horace. (*b*). Readings from Cicero's *Letters* and *Orations* and from other authors selected to meet the needs of the students. Selections from Catullus and Horace. Prerequisite, three admission units of Latin, or for especially recommended students, two units, or 102. Those who read poetry in the third year will elect (*b*); those who read prose will elect (*a*). By permission, properly qualified students may elect the second semester without the first. Six hours. *Miss Robathan.*

104 (1). ROMAN LIFE AND CUSTOMS. A study of Roman civilization through the medium of its social conditions, religious customs, education, amusements, buildings, etc. Lectures illustrated by lantern slides, photographs, coins, and other Roman antiquities. The required reading will be in English. No prerequisite. Three hours. *Miss Robathan.* (Not given in 1950–51.)

105 (2). LATIN LITERATURE IN ENGLISH TRANSLATIONS. The most important poets and prose writers, with emphasis upon those authors who have especially influenced modern forms of literature. Lectures on the development of Latin literature. No prerequisite. Not open to students who have had or are taking 201. Three hours. *Miss Goodfellow.*

106. MEDIEVAL LATIN. Readings from Latin writers in the fields of literature, history, and philosophy of the Middle Ages, including Cassiodorus, Gregory the Great, Bede, Geoffrey of Monmouth, Erasmus, Abelard, the chroniclers of the Crusades, the romancers of the *Gesta Romanorum*, religious drama, songs of the Goliards, and church hymns. Only so much attention will be given to linguistic study as the reading requires. Prerequisite, three or more admission units of Latin, or for especially recommended students, two units, or 102. Six hours. *Miss Goodfellow.*

201. THE GOLDEN AGE OF LATIN LITERATURE. The reading will be chosen from the following topics: studies in mythology from Ovid's *Metamorphoses or Fasti;* Livy's *History;* Cicero's philosophy in the *De Senectute* or *De Amicitia;* lyric verse in the shorter poems of Catullus and the *Odes* and *Epodes* of Horace. Prerequisite, four admission units of Latin or 106; or, by permission, three units including one of Vergil. Six hours. *Miss Taylor.*

202 (2). VERGIL. Selections from the *Eclogues*, *Georgics*, and *Æneid*. Study of the poet's early work in pastoral romance, and his later development through didactic epic, the *Georgics*, to the heroic epic of the *Æneid*. Prerequisite, 103 or 201. Three hours. *Miss Taylor.*

203 (1). COMEDY. PLAUTUS AND TERENCE. Careful study of two plays followed by the rapid reading of others. The sources of Latin comedy, its linguistic and literary features, and its influence upon later literature. Prerequisite, 103 or 201. Three hours. *Miss Goodfellow.*

204 (2). PLINY AND MARTIAL. A study of Roman society in the early Empire as reflected in the *Letters* of Pliny and the *Epigrams* of Martial. Reports on special topics connected with the literary style and social background of these authors. Prerequisite, 103 or 201. Three hours. *Miss Robathan.* (Not given in 1950–51.)

205 (1). CICERO. Selections from the philosophical works and letters. Prerequisite, 103 or 201. Three hours. *Miss Goodfellow.*

301 (2). THE TEACHING OF LATIN IN THE SECONDARY SCHOOL. For description and prerequisites, see Education 301. *Miss Robathan.*

302 (1). SATIRE. HORACE AND JUVENAL. The origin and development of satire as a literary form. Special emphasis upon the satires of Horace and Juvenal; other Roman satirists studied by topics and reports. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Robathan.* (Not given in 1950–51.)

303 (2). LATIN EPIGRAPHY. Selected inscriptions studied both for form and content as sources for the study of Roman public and private life. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Robathan.* (Not offered in 1950–51.)

304 (1). TOPOGRAPHY OF ROME. The early history of Rome, its development, the construction and furnishings of typical public and private buildings in the capital and in provincial towns. Such study of the material surroundings is connected with the literary and social development of the Roman people, and is introductory to further work in classical archeology. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Robathan.*

306 (2). STUDIES IN ROMAN RELIGION. The changing religious experience of the Republican period and of the early Empire; the influence of Oriental cults. Readings from the sources, especially from Livy, Cicero, and Ovid. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Taylor.* (Not offered in 1950–51.)

309 (2). PROSE LITERATURE OF THE EARLY EMPIRE. History: Livy, Tacitus, Suetonius, Velleius Paterculus. Reading based on choice of topics. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Goodfellow.* (Not given in 1950–51.)

310 (1). POETRY OF THE REPUBLIC. The beginnings of Latin poetry, the earlier poets, with main emphasis upon poets of the Ciceronian Age, Catullus and Lucretius. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Taylor.* (Not offered in 1950–51.)

312 (2). POETRY OF THE EMPIRE. Elegy: Tibullus, Propertius, Ovid. Selections from representative poets of the later period. The course may be given in one weekly appointment. Prerequisite, six hours of grade II exclusive of 201. Three hours. *Miss Robathan.*

350. RESEARCH OR INDEPENDENT STUDY. Open to graduate students and, by permission, to juniors and seniors. Two to six hours.

DIRECTIONS FOR ELECTION

The literature requirement in group I may be met by electing from the following list of courses: 103, 105, 106, 201, 202, 203, 204, 205, 302, 309, 310, 312.

Courses 102, 104, 105, count for the degree but do not count toward a major in Latin.

Students intending to major in Latin are advised to take at least one course in Greek and History 204. Art 201 and 209 may be counted toward a 30 hour major in Latin by students who are at the same time taking a grade III course in Latin.

No students are recommended to teach Latin who have not had at least six hours of grade III and Education 301.

Students eligible for honors work may elect an interdepartmental honors program in classical archeology (see page 156).

MATHEMATICS

Professor: MARION ELIZABETH STARK, PH.D. (Chairman)
Visiting Professor: DOROTHY MAHARAM STONE, PH.D.
Associate Professor: HELEN GERTRUDE RUSSELL, PH.D.
Assistant Professor: MIRIAM CLOUGH AYER, PH.D.

Course 106 is for students who have not had a course in trigonometry, 107 is for those who have spent a half-year in studying this subject.

Students should consult the announcements of the departments of astronomy, chemistry, economics, philosophy, and physics for courses to which mathematics is either an absolute or an alternative prerequisite.

105. INTRODUCTORY MATHEMATICS. Topics from intermediate algebra. A brief course in trigonometry. Analytic geometry of the straight line and the conic sections. Elementary differentiation and integration. Prerequisite, two admission units in mathematics. Not open to students who present three units in mathematics. Six hours. (Not offered in 1950–51.)

106. TRIGONOMETRY, ANALYTIC GEOMETRY, INTRODUCTION TO THE CALCULUS. Plane trigonometry, plane analytic geometry, elementary differentiation and integration with applications. Prerequisite, three admission units in mathematics. Six hours. *Miss Stark, Mr. Warwick (Assistant Professor of Astronomy).*

107. ANALYTIC GEOMETRY, INTRODUCTION TO THE CALCULUS. This course is similar to 106, but a prerequisite of trigonometry makes it possible to consider additional topics and applications connected with analytic geometry and elementary calculus. Prerequisite, four admission units in mathematics or a course in trigonometry equivalent to that outlined by the College Entrance Examination Board. As the work covered by the fourth unit is not uniform in all schools, students in this course will as far as possible be given individual instruction. Six hours. *Miss Stark, Miss Russell.*

201. ELEMENTARY MATHEMATICAL ANALYSIS. Selected topics from advanced algebra, analytic geometry, and the calculus. Prerequisite, 105. Six hours. (Not offered in 1950–51.)

202. DIFFERENTIAL AND INTEGRAL CALCULUS. A study of the derivative and the integral including their geometric and physical interpretations. Prerequisite, 106 or 107. Six hours. *Miss Russell.*

203 (2). HISTORY OF ELEMENTARY MATHEMATICS. The evolution of the fundamental concepts of mathematics. Great mathematicians and their chief contributions to elementary mathematics. A brief survey of modern developments in mathematics and its literature. Prerequisite or corequisite, 201, 202, or 220. Three hours. (Not offered in 1950–51.)

205 (1), (2)*. INTRODUCTION TO MATHEMATICAL STATISTICS. Fundamental statistical methods, with special emphasis on the use of elementary mathematics and the calculus in the development of theory and in practice. Preparation will include assigned laboratory work. Prerequisite or corequisite, 201, 202, or 220. Credit for this course will not be given to a student receiving credit for Economics 211. Three hours. (Not offered in 1950–51.)

206 (1)*. DESCRIPTIVE GEOMETRY I. The theory underlying architectural and engineering drawing. Problems involving the use of two or more planes of projection in representing points, lines, and planes. Revolution applied to measurement. Prerequisite or corequisite, 201, 202, or 220. All students must have a knowledge of the elements of solid geometry. The department will give directions for gaining readily the necessary acquaintance with this subject. Three periods of lecture or discussion with two laboratory periods. Three hours. *Miss Stark.* (Not offered in 1950–51.)

208 (2)*. DESCRIPTIVE GEOMETRY II. Artists' perspective and photogrammetry, basic to the interpretation of aerial photography. Intersection of surfaces, development, shades and shadows. Prerequisite, 206. Three periods of lecture or discussion with two laboratory periods. Three hours. *Miss Stark.* (Not offered in 1950–51.)

220. DIFFERENTIAL AND INTEGRAL CALCULUS. A study of the derivative and the integral. The course is similar to 202 but places more emphasis on multiple integration, partial differentiation, and geometry of three-space. Open by permission to students who have completed 106 or 107. Six hours. *Miss Ayer.*

302. FUNCTIONS OF A REAL VARIABLE. Continuity and other properties of functions; convergence of series; representation of functions by power series and definite integrals. Infinite products, infinite integrals, Fourier series, and other allied subjects. Prerequisite, 202 or 220. Six hours. *Mrs. Stone.*

303 (1).† DIFFERENTIAL EQUATIONS. An introductory course in ordinary and partial differential equations. Prerequisite, 201, 202, or 220. Three hours. *Miss Russell.*

304 (2). INTRODUCTION TO MODERN ALGEBRAIC THEORY. Topics in algebraic theory which are of importance in the study of geometry and analysis as well as in the development of higher algebra. Prerequisite, 201, 202, or 220. Three hours. *Miss Russell.*

* Offered in alternate years.

† Astronomy 302 or Physics 304 or 308 if preceded by Mathematics 303, may be counted toward a major in mathematics.

308. FUNCTIONS OF A COMPLEX VARIABLE. Elementary treatment of analytic functions. Infinite series, transformations, and conformal mapping. Prerequisite, 302. Six hours. *Miss Ayer.*

309. PROJECTIVE GEOMETRY. Concepts and theorems of projective geometry developed by both synthetic and analytic methods. Prerequisite, 201, 202, or 220. Six hours. *Mrs. Stone.*

350. RESEARCH OR INDEPENDENT STUDY. Open by permission of the department to qualified seniors. Three hours for a semester or six hours for a year.

DIRECTIONS FOR ELECTION

A major must include at least 12 hours of grade III.

It is advisable for students who are planning to do graduate work in mathematics to acquire the ability to read French or German.

Only those students who have completed satisfactorily at least six hours of grade III in mathematics will be recommended as teachers of mathematics.

EXEMPTION EXAMINATION

An examination for exemption from a course in mathematics to satisfy partially the distribution requirement in group III will be offered to students who have been unusually well prepared in algebra, trigonometry, analytic geometry, and the elements of differentiation and integration.

Students desiring to enter directly into grade II work may either apply for the exemption examination or give evidence of having completed the work in secondary school in a satisfactory manner.

MUSIC

Professors: HOWARD HINNERS, B.A.
HUBERT WELDON LAMB, B.A.
Associate Professor: JAN LA RUE, M.F.A. (Chairman)
Research Librarian: HELEN JOY SLEEPER, M.A., MUS.B.
Instructors: SUSAN GODOY, M.A.
JOHN DOANE WICKS, M.A.

Lecturer: MARGARET MACDONALD WINKLER, M.A.
(Director of the Choir)

Instructors in Practical Music: RICHARD BURGIN (Violin)
DAVID BARNETT, B.A. (Piano)
ALFRED ZIGHERA (Violoncello)
HARRY KOBIALKA (Violin; Conductor of the Orchestra and Director of Chamber Music)
MELVILLE SMITH, B.A. (Organ)
PAUL MATTHEN, B.A. (Voice)
KLAUS GOETZE (Piano)

101. FUNDAMENTALS AND ELEMENTARY ANALYSIS. Notation, modes, intervals, chords. An analytical study of the elements of music and the principles of harmony as exemplified in the forms of the classical period. Drill in ear-training, sight-singing, clef-reading, and transposition. Open to all undergraduates. Four periods a week, one of lecture and three section meetings. Six hours. *Miss Godoy.*

103. INTRODUCTION TO MUSICAL LITERATURE. An historical survey course designed to develop the student's musical understanding, insight, and powers of observation through the study of music of various styles and periods. No previous knowledge of music is required. Open to sophomores, juniors, and seniors who have had no other course in the department. Not to be counted toward a major. Three hours of lecture and one section meeting a week. Six hours. *Mrs. Winkler, Mr. Wicks.*

200. HISTORY OF MUSICAL STYLE. A survey of materials and methods of composition from the earliest times to the present. Open to students who have completed 101 or who have been exempted from 101 on the basis of the test in fundamentals. Two two-hour periods of lecture and conference a week. Six hours. *Mr. La Rue.*

201. ELEMENTARY HARMONY. Triads and their inversions, secondary dominants, modulation, and non-harmonic tones. Harmonization of melodies and unfigured basses. Ear-training. Open to students who have completed 101 or who have been exempted from 101 on the basis of the test in fundamentals. Students taking the course must have sufficient facility at the keyboard to play hymn tunes at sight. Six hours. *Mr. Hinners.*

209 (1). The Classical Period. The development of the classical sonata, string quartet, symphony, and concerto. Prerequisite, 101 or 103. Not to be counted toward a major. Three hours. *Mrs. Winkler.*

210 (2). The Larger Instrumental Forms in the Nineteenth Century. The development of the symphony and the concerto from Schubert to Brahms. Prerequisite, 101 or 103. Not to be counted toward a major. Three hours. *Mrs. Winkler.*

300. Design in Music. Detailed analysis of representative works illustrating the evolution of forms and structural procedures in the music of the seventeenth, eighteenth, and nineteenth centuries. The main emphasis will be on the period from Bach through Beethoven. Prerequisite, 200 or 201 or 211. Six hours. *Mr. Hinners.*

301. Counterpoint. The principles of two- and three-part writing. Composition in small forms. Analysis. Prerequisite, 201. Two periods a week with a third at the pleasure of the instructor. Six hours. *Mr. Lamb.*

302. History of Style in Music from the Middle Ages to the Present. The materials and methods of composition and their relation to social and cultural backgrounds. Open to juniors and seniors who have completed 211 or 318 and 319, and also 212 or 301 or 310. Six hours. *Mr. Lamb.*

305 (1). The Sixteenth Century. A study of the musical traditions associated with the Renaissance. Open to juniors and seniors who have completed 200 or 201 or 211 or 212. Three hours. *Mr. Lamb.* (Not offered in 1950–51.)

309 (2). Bach. The style of J. S. Bach and its place in the history of music. Analysis of selected vocal and instrumental works. Open to juniors and seniors who have completed 200 and 201, or 201 and 211, or 211 and 212, or 300. Three hours. *Mr. Lamb.*

310. Advanced Harmony. Dominant sevenths and ninths, the augmented sixth chords and secondary sevenths. Harmonization of more extended melodies and basses involving some of the elementary principles of composition. Ear-training and advanced analysis. Prerequisite, 201. Six hours. *Mr. Hinners.*

315. Orchestration. The technique of the principal orchestral instruments. Composition in small forms for chamber groups. Analysis. Exercises in scoring for orchestra. Open to graduates and, by permission, to juniors and seniors who have completed 301 and 310. One three-period class a week. Six hours. *Mr. Lamb.* (Not offered in 1950–51.)

318 (1). SEMINAR: BEETHOVEN. The development of the style of Beethoven to its culmination in the *Ninth Symphony*, the *Missa Solemnis*, and the last quartets. Open to juniors and seniors who have completed 200 and 201, or 201 and 211, or 211 and 212, or 300. Three hours. *Mr. Lamb.*

319 (2). THE NINETEENTH CENTURY. Evolution of the romantic style. Nationalism. Impressionism. Open to juniors and seniors who have completed 200 and 201, or 201 and 211, or 211 and 212, or 300. One three-period class a week. Three hours. *Mr. Lamb.* (Not offered in 1950–51.)

323. THE OPERA. The development of dramatic music. A study of operatic traditions as represented by selected works of the more important composers. Open to juniors and seniors who have completed six hours of grade II in music. One three-period class a week. Six hours. *Mr. La Rue.*

325 (2). SEMINAR: STRAVINSKY. A study of the more important works and of their place in the music of the first half of the twentieth century. Open to juniors and seniors who have completed 200 or 201 or 211 or 212. Three hours. *Mr. Lamb.*

350. RESEARCH OR INDEPENDENT STUDY. On consultation with the department, properly qualified students may arrange for directed study in theory, composition, or the history of music. Three hours for a semester or six hours for a year.

PRACTICAL MUSIC (INSTRUMENTAL AND VOCAL LESSONS)

Work in practical music is not credited toward the B.A. degree, and there is an extra charge for it.*

Instruction is provided in piano, organ, violin, violoncello, and voice, and arrangements may be made for private instruction in other instruments. Students in piano who wish to do so may supplement their private lessons with group study which is available to them without additional charge as part of the piano course. Vocal instruction is given both in classes and by individual lessons. In the case of elementary students, class instruction predominates. Advanced students of string instruments or piano are eligible, also without additional charge, for group instruction in the performance of chamber music.

* Students who elect practical music are charged at the rate of $90.00 for a half-hour lesson per week throughout the year. The charge for the use of a practice studio is $20.00 per year for one period daily. The charge for a daily period of organ practice is $25.00. Practical music fees are payable in advance by semesters, and are not subject to return or deduction except upon recommendation of both the Dean of Students and the department chairman.

Candidates for the B.A. degree may take practical music provided they take or have already taken a course in the theory or history of music. Practical music is an elective, and students wishing to take it should notify the department in accordance with the procedure required for the election of an academic course.

Instruction in practical music is available to graduates of Wellesley College and to residents of the town of Wellesley by special arrangement.

Practical music study is normally undertaken on a yearly basis, though with the permission of the chairman of the department it may be elected for a single semester only. Students whose work proves unsatisfactory may be required to discontinue their lessons.

The College subscribes for eight seats in the Saturday series of the Boston Symphony Orchestra. Students taking music courses are given preference in the use of these tickets.

Directions for Election

For a 24 hour major, the following courses are required: 101, 200, 300, 305, 325.

For a 30 hour major, one of the following sequences is required:

(*a*) 101, 200, 300, 305, 325, and six hours from among the following: 201, 309, 318, 323.

(*b*) 200, 201, 301, 305, 310, 325 (101 prerequisite; those taking this sequence are strongly advised to elect six hours of additional grade III courses in the literature of music).

Sequence (*b*) is recommended to students interested in an intensive study of the technical aspects of music. Students preparing for graduate study, teaching, or other professional work in music should take this sequence.

Suggested correlative subjects for students majoring in music: European history, literature, art.

A knowledge of German, French, Italian, and Latin is, in the order named, important for graduate work in music. While the B.A. degree requires a reading knowledge of only one foreign language, students planning to do graduate work may find it necessary to acquire at least an elementary knowledge of a second foreign language.

Preliminary Test in Fundamentals

In the week prior to the opening of classes, the department requires all students who elect a first course in music other than 103 to take a short test in fundamentals. The results of this test will be used as a basis for placement in sections of 101 and to admit students of sufficient advancement to grade II courses.

PHILOSOPHY

Professors: THOMAS HAYES PROCTER, PH.D.
MARY LOWELL COOLIDGE, PH.D. (Chairman)
Associate Professor: VIRGINIA ONDERDONK, B.A.
Assistant Professor: ELLEN STONE HARING, M.A.
Instructor: NATHANIEL WALKER ROE, B.A.

103 (1), (2). BASES OF KNOWLEDGE. A study of the principles of valid thinking together with a critical examination of the ultimate sources of knowledge. Some study of logical inference and of scientific method will be included. Open to all students except those who have taken 108. Three hours. *Mrs. Haring, Mr. Roe.*

104 (1), (2). THEORIES OF THE GOOD LIFE. A study of typical ethical theories in their relation to the metaphysical assumptions implied by them. Open to all students. Three hours. *Miss Coolidge, Miss Onderdonk, Mrs. Haring, Mr. Roe.*

107. INTRODUCTION TO PHILOSOPHY THROUGH GREEK THOUGHT. A course based on the material presented by the Greek thinkers. An introductory discussion of the various Pre-Socratic schools. Special attention to Plato's *Apology, Crito, Phaedo* and *Republic* and to Aristotle's *Ethics* and to parts of the *Metaphysics.* Open to sophomores, juniors, and seniors, and, by permission of the Dean of Freshmen, to freshmen. Six hours. *Mr. Proctor, Mrs. Haring, Mr. Roe.*

202 (1). ARISTOTLE ON MAN AND NATURE. The principal topics of this course will be (1) Aristotle's conception of scientific inquiry, (2) his analysis of change, (3) his theory of substance, (4) his account of man as a specially endowed natural being. Some consideration will be given to Aristotle's ethics and politics. Prerequisite, 107 or 307. Three hours. *Mr. Roe.* (Not given in 1950–51.)

203 (1). ÆSTHETICS. A study of philosophical problems concerning the nature of beauty, of artistic creation, and of standards in criticism. Some attention will be given to the relation of æsthetic to other values. Readings in such classical philosophers as Plato and in such contemporary writers as Croce and Santayana. Open to sophomores who have completed a course in philosophy and to juniors and seniors without prerequisite. Three hours. *Miss Coolidge.*

204 (2). AMERICAN PHILOSOPHY. Studies in the development of philosophy in the United States from Colonial times until the present. The work will include an examination of the philosophical assumptions of such authors as Edwards, Jefferson, Emerson, James, Dewey. Open to sophomores, juniors, and seniors who have taken or are taking

a three-hour course in philosophy or a course in American history or literature. Three hours. (Not offered in 1950–51.)

211 (1), (2). INTRODUCTION TO PHILOSOPHY THROUGH THE PROBLEMS OF RELIGION. A brief historical and psychological study of the religious consciousness leading to a discussion of the nature and validity of religious experience in contrast with other types of experience and of the philosophical problems involved in this contrast. Open to sophomores who have completed a course in philosophy, and to juniors and seniors without prerequisite. Three hours. *Mr. Procter, Miss Onderdonk.*

214. STUDIES IN THE DEVELOPMENT OF MODERN PHILOSOPHY. A study of important European philosophies from Descartes to Nietzsche designed to give students a knowledge of the chief philosophical systems and to provide some philosophical background for the understanding of related movements in literature and the natural and social sciences. Open to sophomores who have completed a course in philosophy, and to juniors and seniors without prerequisite. Open also, by special arrangement, to graduate students. Six hours. *Miss Coolidge, Miss Onderdonk.*

216 (1). FUNDAMENTAL PRINCIPLES OF LOGIC. A study of the forms of valid reasoning with emphasis on the analysis and symbolic formulation of ordinary English sentences and the deduction of simple conclusions. There will be some discussion of such notions as *implication, proof, consistency, definition, postulate.* Open to sophomores who have completed a course in philosophy or mathematics, and to juniors and seniors without prerequisite. Three hours. *Miss Onderdonk.*

306 (2). ADVANCED LOGIC. A study of modern developments of logic including a discussion of the nature of a deductive system, the logic of classes, and the calculus of propositions. Open to students who have taken 216. Two periods a week with a third at the pleasure of the instructor. Three hours. *Miss Onderdonk.*

307. THE HISTORY OF GREEK PHILOSOPHY. An advanced study of Greek philosophy, offering more extended and more detailed readings in Plato (with emphasis on the later dialogues) and also in Aristotle, the Stoics, Epicureans, and Neo-Platonists. Open to juniors and seniors who have completed six hours in philosophy and, by permission, to other seniors majoring in related departments. Open also to approved graduate students. Not open to students who have taken course 107. Six hours. *Mr. Procter.*

311 (2). LEIBNIZ AND KANT. An intensive study of the philosophies of Leibniz and Kant. Open to students who have taken or are taking course 214. Three hours. *Mr. Roe.*

321 (1). SEMINAR: STUDIES IN RECENT PHILOSOPHY. Papers and discussions based on the writings of representatives of naturalism, pragmatism, and realism. Open to juniors and seniors who have completed 214 and to graduate students. Three hours. *Miss Coolidge.*

322 (2). SEMINAR: STUDIES IN RECENT PHILOSOPHY. Papers and discussions based upon the writings of Bradley, Bergson, and Whitehead. Open to juniors and seniors who have completed 214 and to graduate students. Three hours. *Mr. Procter.*

323 (1). MEDIEVAL PHILOSOPHY. A study of medieval thought, emphasizing the works of Augustine and Thomas Aquinas. Open to juniors and seniors who have completed 107 or 307, and by permission to seniors taking 307, and to juniors and seniors with adequate preparation in related fields such as art, Biblical history, history, and literature. Three hours. *Mrs. Haring.*

350. RESEARCH OR INDEPENDENT STUDY. Open to graduate students and seniors by permission. Two to six hours.

DIRECTIONS FOR ELECTION

A 24 or 30 hour major in philosophy must include 107 or 307, 214 and 321, 322. Course 214 should be elected in the sophomore or junior year. As courses supplementary to a philosophy major, the department strongly recommends Psychology 101 or 103. Certain courses in mathematics, natural science, history, Biblical history, political science, and sociology, and in English, French, German, Latin, and Greek literature are also suggested.

Students who expect to do graduate work in philosophy are strongly advised to take French or German and a course in logic (216).

The department recommends that students electing philosophy to fulfill the distribution requirement choose either 103–104, 107, or 214.

PHYSICS

Research Professor: HEDWIG KOHN, PH.D.
Professors: LUCY WILSON, PH.D.
ALICE HALL ARMSTRONG[1], PH.D.
Associate Professor: DOROTHY HEYWORTH, PH.D. (Chairman)
Assistant Professors: JANET BROWN GUERNSEY, M.A.
JOHN FRANKLIN HERSH, M.A.
Assistants: MARY MOLLOY MARTIN, B.A.
ELLA GEORGIA LOUD, B.S.
Research Assistant: JANETTE KATHERINE FURMAN, B.S.

101. ELEMENTARY PHYSICS. A course designed to give an intelligent understanding of man's physical environment and the everyday appli-

[1] Absent on leave.

cations of the fundamental laws of mechanics, heat, electricity, sound and light. Open to students who do not offer physics for admission. Three periods of lecture and discussion with one three-period laboratory appointment. Six hours. *Miss Heyworth, Mrs. Guernsey, and Assistants.*

104. ELEMENTARY PHYSICS. The same topics as in course 101, but with greater emphasis upon the mathematical development of the subject. Open to students who do not offer physics for admission. Prerequisite, three admission units in mathematics. Three periods of lecture and discussion with one three-period laboratory appointment. Six hours. *Mrs. Guernsey, Miss Heyworth, and Assistants.* (Not given in 1950–51.)

105 (1). FUNDAMENTAL PRINCIPLES OF PHYSICS. Selected topics in mechanics; wave motion and its applications in sound and light; current electricity. Open to students who offer physics for admission. Three periods of lecture and discussion, with one three-period laboratory appointment. Three hours. *Mrs. Guernsey, Mrs. Martin.*

106. AN INTRODUCTORY COURSE IN PHYSICAL SCIENCE. For description and prerequisites, see Interdepartmental Courses 106. This course will, by special arrangement, serve as prerequisite for grade II courses in physics. *Miss Wilson, Miss H. Jones, Miss Boyd, Miss Towne, Mrs. Martin, Miss Loud.*

201 (1). ELECTRICITY. Direct and alternating current phenomena. Methods of measurement; general circuit theory. Open to students who have completed 101, 104, or 105, and, by permission, to sophomores, juniors, and seniors who pass an examination for exemption from 105. Additional prerequisite or corequisite, Mathematics 106 or 107. Three periods of lecture and discussion, with one three-period laboratory appointment. Three hours. *Mrs. Guernsey, Mr. Hersh.*

202 (2). ATOMIC PHYSICS. A brief introduction to the kinetic theory of gases, to theories of the nature of radiant and atomic energy, and of the constituents and structure of the atom, nuclear and extra-nuclear. Evidence offered by the phenomena of cathode rays, photoelectricity, ionization, optical spectra, x-rays, radioactivity, isotopes. Open to students who have completed 201 and, by permission, to sophomores, juniors, and seniors who have completed 101, 104, or 105, or who have passed an examination for exemption from 105. Three hours. *Mrs. Guernsey.*

203 (1). METEOROLOGY. Air pressure, temperature, winds, clouds, precipitation, progress of storms, cold waves, atmospheric optics; chief concepts of air mass analysis with application to weather forecasting; study and practice in the use of meteorological instruments. Open to freshmen who have passed an examination for exemption from 105,

and to sophomores, juniors, and seniors who have completed or are taking 101 or 104 or 105 or who have presented one admission unit in physics. Three periods of lecture and discussion with one three-period laboratory appointment. Three hours. *Miss Wilson and Assistant.* (Not given in 1950–51.)

205 (2). SOUND. Vibrations and sound waves; musical scales and musical instruments; architectural acoustics; reproduction of speech and music. Open to students who have completed 101 or 104 or 105; to freshmen who have passed an examination for exemption from 105; and to sophomores, juniors, and seniors who have offered physics for admission. Three periods of lecture and discussion and one two-period laboratory appointment. Three hours. *Mr. Hersh, Mrs. Martin.*

301 (1).* LIGHT. The wave theory and its application to the phenomena of interference, diffraction, double refraction, polarization, and dispersion; theory and use of optical instruments; nature of light sources. Open to juniors and seniors who have completed a course of grade II in physics, or a year course of grade I in physics and a year course of grade I in astronomy. Additional prerequisite or corequisite, Mathematics 106 or 107. Three periods of lecture and discussion with one three-period laboratory appointment. Three hours. *Miss Kohn.*

302 (2). ELECTRONICS. Non-linear circuit theory; fundamentals of electron flow in vacuum tubes; the vacuum tube as a circuit element; diodes, triodes, and multi-element tubes as amplifiers, oscillators, modulators, rectifiers. Electronic circuits in radio communication. Prerequisite, 201. Three periods of lecture and discussion, with one three-period laboratory appointment. Three hours. *Mr. Hersh.*

304 (1).‡ ELECTROMAGNETIC THEORY. Mathematical treatment of electric and magnetic fields; electromagnetic waves and electromagnetic radiation. Methods of vector analysis. Prerequisites, 201 and Mathematics 202 or 220. Three hours. *Mr. Hersh.*

307 (2). INTRODUCTION TO SPECTROSCOPY. Experimental study of optical spectra in emission and absorption; spectroscopic instruments, light sources, intensity measurements; application to qualitative and quantitative analysis; term analysis of atomic and molecular spectra. Explanation, on the basis of quantum theory, of the structure of spectra in relation to the structure of atoms and molecules. Prerequisites, 201, 301. Two periods of lecture, one period of discussion, and one three-period laboratory appointment. Three hours. *Miss Kohn.*

* Astronomy 301, to which Physics 301 is prerequisite, may be counted toward a major in physics.

‡ Mathematics 303, if followed by Physics 304 or 308, may be counted toward a major in physics.

308 (2)*. MECHANICS AND THERMODYNAMICS. Mathematical treatment of fundamental principles of mechanics and thermodynamics. Prerequisites, 101 or 104 or 105 and Mathematics 202 or 220. Three hours. *Miss Heyworth.*

309 (1). EXPERIMENTAL ATOMIC PHYSICS. Fundamental experiments such as the determination of the charge on the electron, the ratio of charge to mass of the electron, Planck's quantum constant, critical potentials; verification of photoelectric laws; x-ray and radioactivity measurements; experiments involving use of Geiger counters and cloud chamber. Prerequisites, 201, 202. Six periods of laboratory a week. Three hours. *Mr. Hersh.*

350. RESEARCH OR INDEPENDENT STUDY. The work will be under the direction of the member of the department in whose field the work lies. Opportunity will be offered for a series of experiments as well as for investigation of a single problem. Open to graduate students and, by permission, to juniors and seniors who have completed eighteen hours in physics. To count two to three hours for a semester or four to six hours for a year. By permission the work may be arranged to count one hour for the first semester in case two or three hours are elected for the second semester. The amount of work contemplated must be indicated at the time of handing in electives.

DIRECTIONS FOR ELECTION

A major in physics should ordinarily include 201, 202, 301, 302, 304, and 308.

Mathematics 202 or 220 and a year of college chemistry are required for a major in physics. A reading knowledge of German and French, while not required, is desirable.

Pre-medical students are referred to the requirements as given on page 49.

EXEMPTION EXAMINATION

An examination for exemption from Physics 105 is offered to qualified students who present one admission unit in physics and also present an acceptable laboratory notebook when applying for the examination. Freshmen who pass this examination are eligible for Physics 203 or 205 in the freshman year. Sophomores, juniors, and seniors who pass this examination and also satisfy the mathematics requirement are eligible for Physics 201 or, by permission, 202.

Students who pass the exemption examination may count it as the equivalent of Physics 101 in the work for distribution.

* Mathematics 303, if followed by Physics 304 or 308, may be counted toward a major in physics.

POLITICAL SCIENCE

Professors: LOUISE OVERACKER, PH.D. (Chairman)
M. MARGARET BALL, PH.D.
Assistant Professors: ALONA ELIZABETH EVANS, PH.D.
OWEN SCOTT STRATTON, PH.D.
PAULINE TOMPKINS, PH.D.
Instructors: HOWARD LOUIS JAMISON, PH.D.
PHILLIP LEONARD SIROTKIN, M.A.
PEARL HANDSHUH HACK, M.P.A.

100. INTRODUCTION TO POLITICAL SCIENCE. Fundamental political principles developed through a study of the governments of the United States, Great Britain, Soviet Russia, and other selected countries. Special emphasis upon the theory and functioning of democracy. Open to all undergraduates. By permission, the first semester may be taken separately by sophomores and juniors who have had a secondary school course in American government; by permission, either semester may be taken separately by seniors. Six hours. *Miss Overacker, Miss Evans, Mr. Stratton, Miss Tompkins, Mr. Jamison, Mr. Sirotkin, Mrs. Hack.*

201 (1). PUBLIC ADMINISTRATION. An analysis of the principles of public administration with illustrative material drawn from contemporary government practice. The problems involved are approached through the study of the organization and methods of operation of selected government agencies. Open to students who have completed 100 and, by permission, to those who have completed or are taking another grade II course in the department. Three hours. *Mr. Stratton.*

202 (1), (2). POLITICAL PARTIES AND PRESSURE POLITICS. The nature and functions of parties; factors determining political action; the role and techniques of pressure groups; party organization; bosses, machines, and the spoils system; the use of money in elections; party leadership and responsibility. Emphasis upon trends in the United States, with some consideration of parties in other democracies. Open to students who have completed 100 and, by permission, to those who have completed or are taking another grade II course in the department. Three hours. *Miss Overacker.*

204 (2). LEGISLATIVE PROBLEMS. Analysis of systems of representation, including proportional representation; legislative organization and procedures; leadership and responsibility; proposals for the reorganization of Congress; relation of legislature and administration; regulation of lobbying. Comparison of legislative bodies in the United States with those in other democracies. Open to students who have completed 100 and, by permission, to those who have completed or are

taking another grade II course in the department. Three hours. *Mr. Stratton.*

206 (1). GOVERNMENT AND POLITICS OF ASIA. A study of the political ideas and institutions of China, Japan, and other selected Asiatic countries, including some comparison with those of western countries. Open to sophomores, juniors, and seniors who have had or are taking 100, or, by permission, to students who have had or are taking 208, History 310, or Sociology 207. Three hours. *Miss Evans.*

207 (2). GOVERNMENT AND POLITICS OF LATIN AMERICA. A study of the political ideas and institutions of Argentina, Brazil, Mexico, and other selected Latin American countries, including some comparison with those of the United States and Europe. Open to sophomores, juniors, and seniors who have had or are taking 100, or, by permission, to students who have had or are taking 208, and to juniors and seniors majoring in history or Spanish. Three hours. *Miss Evans.*

208. INTERNATIONAL POLITICS. A study of contemporary world politics with special attention to problems of international security and economic, social, and cultural coöperation; the League of Nations; the structure, functioning, and development of the United Nations; the Inter-American system; dependent areas and international trusteeship. Open to students who have completed 100, 206, 207, or six hours in history, economics, sociology, or geography. Six hours. *Miss Ball.*

301 (1). INTERNATIONAL LAW. A study of the general principles of international law, treating of the legal relations of states and of individuals, as invoked in diplomatic practice and international adjudication together with a consideration of the defects of international law and the trends in the development of the international legal system. Open to juniors and seniors who have completed 100 and a grade II course in political science, economics, history, or sociology; or 208. Three hours. *Miss Evans.*

303 (1). LAW AND THE ADMINISTRATION OF JUSTICE. The nature, sources, and sanction of law; development of common law principles and institutions; organization of English and American courts; civil and criminal procedure in the United States; the growth of administrative justice. Open to juniors and seniors who have completed 100 and a grade II course in political science, economics, history, or sociology. Three hours. *Mr. Sirotkin.*

304 (2). THE SUPREME COURT AND THE CONSTITUTION. The Constitution as interpreted by the Supreme Court. The President's powers, interstate commerce, "due process," the "police power," protection of civil rights and liberties; theories of constitutional interpretation

and the rôle of the Supreme Court in the American constitutional system. Open to juniors and seniors who have completed 100 and a grade II course in political science, economics, history, or sociology. Three hours. *Mr. Sirotkin.*

310 (2). PUBLIC ADMINISTRATION: ADVANCED COURSE. An advanced study of the principles and problems of public administration, with emphasis upon the problems of administrative organization, personnel and financial management, administrative regulation and adjudication, the rôle of administrators in the determination of policy, and the problem of maintaining a responsible bureaucracy. Open to juniors and seniors who have completed 201. Three hours. *Mr. Stratton.* (Not offered in 1950–51.)

314 (2). ADVANCED COMPARATIVE GOVERNMENT. An analysis of political institutions based upon a study of selected countries including Germany and Italy; consideration of the impact of economic and social forces upon political ideas and institutions. Open to juniors and seniors who have completed 100 and a grade II course in political science, economics, history, or sociology. Three hours. *Miss Tompkins.*

316 (1). HISTORY OF SOCIAL AND POLITICAL THOUGHT. For description and prerequisites, see Sociology 316 (1).

317 (1). POLITICAL THOUGHT IN THE NINETEENTH CENTURY. A study of the theoretical issues arising from the period of the French Revolution and the Industrial Revolution, primarily in terms of the problem of formulating a coherent and significant conception of democratic government. Open to senior majors in political science, history, and philosophy; to juniors and seniors who have completed 316; and to others by permission. Three hours. *Mr. Jamison.*

319 (2). POLITICAL THOUGHT IN THE TWENTIETH CENTURY. An appraisal of the prevalent patterns of political thought since 1900, emphasizing the impact of social science and scientific method on traditional political ideas, national and international. Prerequisite, same as for 317. Three hours. *Mr. Jamison.*

322 (2). SEMINAR. Intensive study of one problem or a series of related problems. Emphasis upon use of source material. Topic for the year to be announced before the spring recess. Open by permission to juniors, seniors, and graduate students majoring in political science or related fields, who have completed twelve hours in political science. Three hours. *Mr. Stratton.*

323 (1). SEMINAR. Intensive study of one problem or a series of related problems. Emphasis upon use of source material. Topic for

the year to be announced before the spring recess. Prerequisite, same as for 322. Three hours. *Miss Tompkins.*

324 (1). SEMINAR. Intensive study of one problem or a series of related problems. Emphasis upon use of source material. Topic for the year to be announced before the spring recess. Prerequisite, same as for 322. Three hours. *Mr. Jamison.*

350 (1), (2). RESEARCH OR INDEPENDENT STUDY. The department is prepared to offer a course of directed reading to a limited number of students. Open, by permission, to juniors and seniors who have completed or are taking a course of grade III in political science. Three hours.

DIRECTIONS FOR ELECTION

Political Science 100 or the equivalent is required of all majors.

The courses in political science are arranged to meet the needs of the following groups of students: those intending to do graduate work in political science or law; those planning to qualify for certain civil service examinations and other types of public service; those wishing to supplement their work in other fields with a knowledge of political science; students who wish to be prepared to take an intelligent part in the political activities of their communities after college. The department will be glad to suggest combinations of courses to meet particular needs and interests.

By special permission, a limited number of closely related courses in economics, history, geography, or sociology may be included as part of the major in political science.

The attention of students who are interested in teaching is called to Education 308, The Teaching of Social Studies in the Secondary School.

EXEMPTION EXAMINATIONS

A. American Government. Open to any student who considers herself qualified, either by work in preparatory school or by individual reading and study. The examination will cover approximately the material studied in the second semester of Political Science 100. Students whose preparatory school program has included a half-year course in American government, a year course in American history and government, or a year in the social studies, might be in a position to pass such an examination satisfactorily. It would exempt students from *three hours* of the distribution requirements in group II or admit them to Political Science 201, 202, or 204.

B. An examination including the governments of Great Britain and at least one other European government, as well as American government. Open to any student who considers herself qualified, either by preparatory school work or individual reading and study. This

examination would exempt students from the distribution requirement in group II or admit them to any grade II course in political science.

PSYCHOLOGY

Professors: EDNA HEIDBREDER, PH.D.
MICHAEL JACOB ZIGLER, PH.D. (Chairman)
Associate Professor: EDITH BRANDT MALLORY, PH.D.
Assistant Professor: JEAN MACDONALD ARSENIAN [1], PH.D.
Instructors: RUTH PAGE EDWARDS, M.A.
IRENE RITA PIERCE, PH.D.
Assistants: BARBARA VISSCHER BRUSH, B.A.
ANITA GOLDBERG MILLER, B.A.
EDYTHE MARIE SCALES, B.A.

101 (1), (2). INTRODUCTION TO PSYCHOLOGY: SEMESTER COURSE. A survey of the general field of psychology. A study of intelligence, learning, memory, perception, sensory processes, emotion, imagination, motivation, personality, and related problems. Open to sophomores, juniors, and seniors and, by permission of the Dean of Freshmen, to freshmen. Not open to students who have completed 103. Three hours. *Mr. Zigler, Mrs. Mallory, Miss Pierce.*

103. INTRODUCTION TO PSYCHOLOGY: YEAR COURSE. A survey of the general field of psychology, more complete than that given in 101. Emphasis on the more complex psychological processes. Open to sophomores, juniors, and seniors who have not taken 101, and, by permission of the Dean of Freshmen, to freshmen. Six hours. *Miss Heidbreder, Mrs. Edwards.*

201 (1). PSYCHOLOGICAL STATISTICS. Training in the use of statistical techniques as they have been especially adapted to the handling and evaluating of representative types of psychological data. Emphasis on developing in the student an understanding of the possibilities and limitations of the use of statistics in psychology. Prerequisite, 101 or 103. Three hours. *Miss Pierce.*

207 (2). PSYCHOLOGY OF CHILD DEVELOPMENT. The psychological development of normal children: physical bases, modes of learning, interests, motives, personality patterns. Problems and goals. Prerequisite, 101 or 103. Three hours. *Mrs. Mallory.*

209 (1), (2). EXPERIMENTAL PSYCHOLOGY, LABORATORY COURSE. Typical experiments in each of the main fields of psychological investigation. Laboratory work supplemented by occasional lectures. Training in psychological method. Prerequisite, 101 or 103. Six periods of laboratory work a week, counting three hours. *Mr. Zigler, Mrs. Mallory.*

[1] Absent on leave.

213 (2). PHYSIOLOGICAL PSYCHOLOGY. A survey of the existing information concerning mechanisms basic to behavior. Prerequisite, 101 or 103. Three hours. *Mr. Zigler.*

219 (1). THE PSYCHOLOGY OF LEARNING. An examination and evaluation of current theories of learning, with special attention to those centering about the concepts of the conditioned reaction, trial and error, and insight. Emphasis on recent studies of the psychology of learning. Laboratory experiments on human and animal subjects. Prerequisite, 101 or 103. Three hours. *Miss Pierce.*

220 (1). COMPARATIVE PSYCHOLOGY. A survey of the field of comparative psychology emphasizing changes in capacity for adaptation from lower to higher animal forms. Lectures supplemented by laboratory work. Prerequisite, 101 or 103. One or two lectures a week, supplemented by laboratory work. Three hours. (Not offered in 1950–51.)

222 (2). PROBLEMS IN EXPERIMENTAL METHOD. A survey of the methods employed in the experimental investigation of psychological problems. Examination of underlying principles of psychological method. Training for subsequent research and for the critical evaluation of psychological literature. Prerequisite, 209. Three hours. *Miss Pierce.*

224 (2). SCHOOLS AND SYSTEMS OF PSYCHOLOGY. Historical and critical survey of schools and systems. Special emphasis on current movements in behaviorism, gestalt psychology, and theories of personality. Prerequisite, 101 or 103. Three hours. *Miss Heidbreder.*

301 (1). HISTORY OF EXPERIMENTAL PSYCHOLOGY. A study of psychological trends—their inception, growth, and bearing upon modern psychology. Open to juniors and seniors who have completed or are taking two grade II courses in psychology. Three hours. *Mr. Zigler.*

303 (1). EXPERIMENTAL PROBLEMS IN PSYCHOLOGY. An experimental-project course in which each student investigates a special problem under the direction of an instructor. Open to graduate students and to juniors and seniors who have shown in 209 an aptitude for laboratory work. Six periods of laboratory a week, including one or two with instructor. Three hours. *Members of the Staff.*

308 (2). EXPERIMENTAL PROBLEMS IN PSYCHOLOGY. An experimental-project course which may be taken either as a continuation of 303 or as a substitute for it. Open to graduate students and to juniors and seniors who have shown in 209 an aptitude for laboratory work. Six periods of laboratory a week, including one or two with instructor. Three hours. *Members of the Staff.*

309 (1). ABNORMAL PSYCHOLOGY. The psychology of abnormal peo-

ple studied in such a way as to throw light on the psychology of normal people. A study of symptoms and their significance, of various kinds of neurotic and psychotic behavior, and of the principal theories and interpretations of such behavior. Open to juniors and seniors who have completed 101 or 103 and have completed, or are taking, at least six hours of work above grade I in one of the following: psychology, sociology, zoölogy and physiology. Also open to seniors by permission of the instructor. Three hours. *Miss Heidbreder.*

310 (1). SOCIAL PSYCHOLOGY. An analysis of social acts in social settings. The effects of culture on personality. The individual's adjustment to class, race, and sex rôles. Group membership and interaction. Open to juniors and seniors who have completed 101 or 103 and have completed, or are taking, at least six hours of work above grade I in psychology or sociology. Also open to seniors by permission of the instructor. Three hours. *Mrs. Edwards.*

313 (1). PSYCHOLOGICAL TESTING. Individual differences in intelligence and personality. Review of methods by which psychologists have studied these differences; survey and evaluation of their findings. Examination of selected tests. Some practice in testing. Open to juniors and seniors who have completed 209. Three hours. *Mrs. Mallory.*

314 (2). PSYCHOLOGICAL TESTS AND MEASUREMENT. ADVANCED COURSE. Principles of psychological measurement. Interpretation of test results. Special study of tests used in clinical, vocational and educational fields. Open to students who have completed 313. Three hours. *Mrs. Mallory.*

320 (2). READINGS IN CURRENT PSYCHOLOGY. Methods of approach to current problems in the fields of personality, clinical and social psychology. Readings in periodical literature, discussion, and reports from professional persons actively engaged in research. Open to graduate students, to seniors who are taking 24 hours in psychology, and, by permission, to seniors who are taking 18 hours. Three hours. *Mrs. Edwards.*

323 (2). SEMINAR. PERSONALITY AS STUDIED BY PROJECTIVE TECHNIQUES AND RELATED METHODS. An introduction to current methods of studying personal drives and adjustment, with special emphasis on projective tests and related techniques. Open by permission to graduate students, to senior majors, and to specially qualified non-majors. Three hours. *Mrs. Mallory.*

325 (2). SEMINAR. THE PSYCHOLOGY OF THINKING. Selected topics in the psychology of thinking. Open by permission to graduate students and senior majors. Three hours. *Miss Heidbreder.*

326 (2). SEMINAR. SELECTED TOPICS IN EXPERIMENTAL AND APPLIED PSYCHOLOGY. Current problems in experimental and applied psychology. Prerequisite, same as for 325. Three hours. *Mr. Zigler.*

350. RESEARCH OR INDEPENDENT STUDY. Open to graduate students and seniors by permission. Two to three hours for a semester or two to six for a year.

DIRECTIONS FOR ELECTION

A major in psychology must include 209. Courses 303, 308, and 350 may not be included in a minimum major of 24 hours.

Courses supplementary to a psychology major may include courses in philosophy, economics, education, mathematics, political science, sociology, physics, physiology, and zoölogy.

A reading knowledge of French and German is desirable for undergraduates, and is required of students in most graduate schools.

RUSSIAN

Associate Professor: WACLAW JEDRZEJEWICZ

100. ELEMENTARY COURSE. Open to sophomores, juniors, and seniors, and, by permission of the Dean of Freshmen, to freshmen. Six hours. *Mr. Jedrzejewicz.*

200. INTERMEDIATE COURSE. Prerequisite, 100. Six hours. *Mr. Jedrzejewicz.*

201. RUSSIAN LITERATURE IN TRANSLATION. Russian literature of the nineteenth and twentieth centuries, with chief emphasis upon the great writers of the nineteenth century. Some comparative study of the works of selected Polish, Czech, and Serb writers. Open to juniors and seniors. Six hours. *Mr. Jedrzejewicz.*

300 (1), (2). INDIVIDUAL STUDY. Advanced language exercises and reading suited to the needs of the student. Open by permission to students who have completed 200. Three or six hours. *Mr. Jedrzejewicz.*

DIRECTIONS FOR ELECTION

The College does not offer a major in Russian language and literature.

Course 201 may be elected to fulfill the literature requirement in group I. Students registering for this course should read during the preceding summer the following novels: Dostoyevsky's *Crime and Punishment* and Tolstoi's *War and Peace.*

SOCIOLOGY

Professors: LELAND HAMILTON JENKS, PH.D. (Chairman)
MARY BOSWORTH TREUDLEY, PH.D.
Assistant Professors: MARY ELLEN GOODMAN, PH.D.
BARTLETT HICKS STOODLEY, PH.D.
Instructors: GERTRUDE HUNTINGTON MCPHERSON, M.A.
WILLIAM JAMES COUSINS, B.A.

102 (1), (2). INTRODUCTORY SOCIOLOGY. An introduction to the sociological way of looking at society. Contemporary social situations in terms of culture patterns, social structure, and social relations. Open to all undergraduates. Sections for freshmen are planned. Three hours. *Mr. Stoodley, Miss Treudley, Mrs. McPherson, Mr. Cousins.*

103 (2). AMERICAN CULTURE. A sociological analysis of the dominant themes and of rural-urban and regional variations in American culture in the light of community studies. Prerequisite, 102. Three hours. *Mrs. McPherson, Mr. Stoodley, Mrs. Goodman, Mr. Cousins.*

104 (1). GENERAL ANTHROPOLOGY. An introduction to the science of man: man's place in nature, his physical history and physical varieties; the nature of culture; some major phases in the growth and spread of cultures; the relation between culture and personality. Open to all undergraduates who have completed 102 and, by permission, to others. Three hours. *Mrs. Goodman.*

203 (2). CULTURAL ANTHROPOLOGY. Studies in cultural perspective. The diversity and the range in complexity of selected non-European cultures. Studies of such tribal groups as Trobrianders, Bedawin, and Aztecs. The present cultural heterogeneity of such areas as India, Africa, and South America. Prerequisite, 104. Three hours. *Mrs. Goodman.*

204 (2). SOCIAL SYSTEMS IN LATIN AMERICA. Factors and processes in the development of society and culture in selected Latin-American countries. Emphasis upon population, standards of living, land and labor systems, class and occupational structure, rural-urban variations, and dominant culture themes. Open to sophomores, juniors, and seniors who have completed one year's work in sociology. Three hours. *Mr. Jenks.*

205 (1), (2). GROUP ORGANIZATION. An analytical study of organized groups with emphasis upon problems of human relationships. Laboratory work will consist of the analysis of a functioning organization or of case material. Open to juniors and seniors who have completed either one year in sociology or Economics 210, and to sophomores who have completed nine hours in sociology. Three hours. *Mrs. McPherson.*

206 (1). APPLIED ANTHROPOLOGY. The use of anthropological theory and techniques in study of such contemporary social problems as the administration of dependent peoples, military governments, and other situations involving directed cultural change. Open to sophomores, juniors, and seniors who have completed one course in sociology. Three hours. *Mrs. Goodman.*

207 (1). THE STRUCTURE OF CHINESE SOCIETY. An analysis of the structure of the family, the market area, and the empire, with emphasis upon factors and processes in current change. Open to sophomores, juniors, and seniors who have completed one year's work in sociology. Three hours. *Miss Treudley.* (Not offered in 1950–51.)

208 (2). SOCIAL WELFARE. The organization, technical development, and professionalization of social work. Its functions in the community. Field study of social agencies. Open to sophomores, juniors, and seniors who have completed one year's work in sociology. Three hours. *Miss Treudley.*

209 (1). THE NEGRO IN THE UNITED STATES. A survey of the salient characteristics of American Negroes, of their changing geographical distribution, and of the significant social and cultural facts and processes which condition the lives of Negroes in the contemporary United States. Field work on selected problems. Open to juniors and seniors who have completed 103 or any course of grade II in sociology. Three hours. *Mr. Cousins.*

211 (1), (2). INTRODUCTION TO SOCIAL AND ECONOMIC STATISTICS. For description and prerequisites, see Economics 211. This course, although it may be included in the major, is not to be counted among grade II prerequisites for later election.

302 (1). SOCIAL AND CULTURAL CHANGE. Theories of social change such as those of Kroeber, Sorokin, Marx, Toynbee, and Spengler. Processes of change in human behavior, culture, and social structure in historical perspective. Open to seniors who have completed 102 and also twelve hours of work to be chosen from the fields of economics, sociology, history, and political science. Three hours. *Mr. Jenks.* (Not offered in 1950–51.)

305 (1). THE SOCIOLOGY OF OCCUPATIONS. Analysis of occupational structure in selected societies, with special emphasis upon change in typical entrepreneurship rôles. The place of business leadership in the firm, and in the social system. Open to juniors and seniors who have completed 205. Three hours. *Mr. Jenks.*

307 (2). ETHNIC GROUPS IN THE UNITED STATES. A study of the culture, institutions, and social relations of ethnic groups and their integra-

tion in the American community. An analysis of the personality patterning and life history of upwardly mobile ethnic types. Open to juniors and seniors who have completed 103 or any course of grade II in sociology. Three hours. *Miss Treudley.*

308 (1). MODERN LABOR RELATIONS. For description and prerequisites, see Economics 308.

312 (2). PUBLIC OPINION AND MASS MEDIA OF COMMUNICATION. A sociological analysis of the structure, control, and effect upon public opinion of certain mass media of communication such as motion pictures and the radio. Emphasis on the techniques of research in this field. Research projects will be developed. Open to juniors and seniors who have completed any course of grade II in sociology. Three hours. *Mr. Stoodley.*

315 (2). SEMINAR IN SOCIOLOGY. Related individual research topics. Problems of method and approach in sociology. Open to seniors majoring in sociology. Three hours. (Not offered in 1950–51.)

316 (1). HISTORY OF SOCIAL AND POLITICAL THOUGHT. Outstanding trends of thought from the Greeks to modern times, as reflected in the writings of such social and political philosophers as Plato, Aristotle, Augustine, Machiavelli, Locke, and Rousseau. Open to juniors and seniors who have completed nine hours in sociology, or Political Science 100 and a grade II course in political science, sociology, history, economics, or philosophy. Three hours. *Mr. Jenks.*

319 (2). MODERN SOCIOLOGICAL THEORY. Assumptions relevant to current sociological theory. Development of sociology as a field. Examination of the systematic theories of such sociologists as Marx, Durkheim, and Max Weber. Open to seniors who have completed six hours of grade II in sociology, or 316. Three hours. *Mr. Jenks.*

320 (2). POPULATION PROBLEMS. Socio-economic problems arising out of the increase, the distribution, and the movement of population. Principles, goals, and techniques for a population policy with special reference to the United States. Open to juniors and seniors who have completed 102 and any course of grade II in either economics or sociology. Three hours. *Miss Treudley.* (Not offered in 1950–51.)

322 (2). THE FAMILY. A study of American family structure and the historical, social, and individual influences operating to change this structure. Emphasis placed on the demands of the family institution upon the individual and the expectations of the individual with reference to the family. Material from other societies used to set the American family in sociological perspective. Open to juniors who

have completed a grade II course in sociology, and to seniors who have completed any course in the department. Three hours. *Mr. Stoodley.*

323 (1). CRIMINOLOGY. Crime and the social structure. Prison culture and the prison community. Field study of agencies dealing with criminals. Open to seniors who have taken nine hours in sociology or who have taken or are taking Psychology 309. Three hours. *Miss Treudley.*

350 (1), (2). RESEARCH OR INDEPENDENT STUDY. Open to juniors and seniors by permission. Three or six hours.

DIRECTIONS FOR ELECTION

All members of the staff are prepared to confer with students with respect to sequences of courses in sociology and closely related fields. The department will approve minimum majors where supported by a strong concentration of closely related courses. Majors are advised to elect either Economics 101 or Political Science 100 as well as work for distribution early in their programs.

SPANISH

Professors: JORGE GUILLÉN [1], DOCTOR EN LETRAS, CATEDRÁTICO DE UNIVERSIDAD.
ADA MAY COE, M.A.
Associate Professors: ANITA OYARZÁBAL, M.A.
JUSTINA RUIZ-DE-CONDE, LIC. EN DERECHO, PH.D. (Chairman)
Instructors: LUCINDA MOLES, M.A.
MARÍA LUISA ANTUÑA, LIC. EN LETRAS
JANET STEARNS ARONSON, M.A.

Lecturer: CAROL MARY ROEHM [1], B.A.

All courses of the department are conducted in Spanish; oral expression is stressed.

Attention is called to the opportunities for residence in the Spanish Corridor of Wellesley College, and for study in the summer school of Middlebury College. Qualified students may also take advantage of the Junior Year in Mexico.

101. ELEMENTARY COURSE. (*a*) Grammar, reading, composition, dictation, practical conversation on everyday life, short lectures in Spanish. Four class periods and five hours of preparation a week. (*b*) The subject matter is the same as in (*a*). The teaching method stresses the intensive oral approach (mimicry-memorizing). Five class periods and four hours of preparation a week. Open to students who do not present Spanish for admission. Students electing this course should

[1] Absent on leave.

indicate choice of (*a*) or (*b*). Six hours. *Miss Coe, Mrs. Ruiz-de-Conde, Miss Moles.*

102. ASPECTS OF SPANISH AND SPANISH AMERICAN LIFE. (*a*) The object of the course is two-fold: linguistic and cultural. Grammar, reading from modern authors with emphasis on vocabulary building for oral and written expression. Prerequisite, 101. Three class periods and one group conference.

(*b*) The subject matter is the same as in (*a*). The teaching method stresses the intensive oral approach. Five class periods and four hours of preparation a week. Prerequisite, two units in Spanish for admission.

Six hours. *Miss Antuña, Miss Aronson.*

104. PROSE AND POETRY OF THE NINETEENTH CENTURY. A study of the literary trends of this period and of some outstanding works. Constant practice is given in the written and spoken language. Prerequisite, three units in Spanish for admission or, on recommendation of the department, 101. Six hours. *Miss Oyarzábal, Miss Antuña.*

203 (1). COMPOSITION. Emphasis on the acquisition of a large working vocabulary. Prerequisite, 102, 104, or three hours of grade II. Three hours. *Miss Oyarzábal.*

204. CONTEMPORARY SPANISH LITERATURE. First semester, novel and poetry; second semester, theater and essay. Prerequisite, 102 or 104. Six hours. By permission either semester may be counted as a semester course. *Miss Oyarzábal.*

206. MAIN CURRENTS OF SPANISH LITERATURE. Themes and forms which have characterized Spanish literature studied in their general development. Correlation of history and literature. First semester: the Middle Ages to the seventeenth century. Second semester: eighteenth, nineteenth, and twentieth centuries. Prerequisite, 104, and, by permission, 102. Six hours. *Mrs. Ruiz-de-Conde.*

207 (2). THE CIVILIZATION OF MEXICO. A presentation of Mexican civilization: the literature of the country, the other arts, together with the economic and sociological factors which have produced in Mexico a blend of Spanish and Indian institutions and ideology. Special attention to the contemporary period. Prerequisite, three hours of grade II or by special permission. Three hours. *Miss Coe.*

208 (2). CONVERSATION. Intensive practice in the spoken language to gain fluency, to improve pronunciation and intonation, and to build a practical vocabulary. Class discussions based on various aspects of life in Spanish-speaking countries. Prerequisite, 102 or 104. Three hours. *Miss Oyarzábal.*

209. POETS OF SPAIN. Analysis and interpretation of the works of major Spanish poets. Prerequisite, 104 and, by permission, 102. Six hours. *Miss Moles.* (Not given in 1950–51.)

301 (2). DRAMA OF THE SEVENTEENTH CENTURY. The characteristics of the Spanish drama of the Golden Age. Analysis of Spain's ideals of this period as revealed in the drama. Representative masterpieces of the great dramatists: Lope de Vega, Castro, Alarcón, Tirso de Molina, Calderón. Open to juniors and seniors who have completed 206, or 204 and 207. Three hours. *Miss Coe.*

302 (1). CERVANTES. Study of Cervantes and his work, representing the culmination of the novel in Spain and the opening of a new era in the history of the European novel. Reading of *Novelas Ejemplares;* analysis and discussion of *Don Quijote.* Open to juniors and seniors who have completed 206, or 204 and 207. Three hours. *Miss Oyarzábal.*

303. SEMINAR. SPANISH LITERATURE FROM 1100 TO 1500. Study of *El Cantar de Mio Cid, El Libro de buen amor, La Celestina.* Open to graduates and to approved seniors who have completed at least one course of grade III. Six hours. *Miss Coe.* (Not given in 1950–51.)

304. SEMINAR. SPANISH POETRY. A study of the principal movements and outstanding poets. Open to graduates and approved seniors who have completed at least one course of grade III. Six hours. (Not given in 1950–51.)

305. THE SPANISH NOVEL OF THE GOLDEN AGE. The development of the Spanish novel in the sixteenth and seventeenth centuries in its different types and tendencies. Open to graduates and approved seniors who have completed 302. Six hours. *Miss Oyarzábal.* (Not given in 1950–51.)

306. MODERN SPANISH AMERICAN LITERATURE. Reading and discussion of representative works in prose and poetry with a special study of the main literary currents, their historical background and their relation to the problems of the present day. First semester: novel and essay. Second semester: poetry. Open to juniors and seniors who have completed Spanish 206, or 204 and 207, or by special permission. Six hours. *Miss Coe.*

309 (2). SPANISH CIVILIZATION. A course designed to trace the national ideals and traits of character in order to develop an appreciation and understanding of Spain's present-day problems. Prerequisite, six hours of grade II. Three hours. *Mrs. Ruiz-de-Conde.*

310 (1). COMPOSITION. Advanced composition based on the reading of articles from current newspapers and magazines. Prerequisite, six hours of grade II. Three hours. *Mrs. Ruiz-de-Conde.*

350. RESEARCH OR INDEPENDENT STUDY. Open, by permission, to graduates and to approved seniors and juniors who have completed one full grade III course in Spanish and are taking another full grade III course. Three hours for a semester or six for a year.

DIRECTIONS FOR ELECTION

To fulfill the literature requirement in group I, students may elect courses 104, 204, 206, and grade III courses (except 309, 310).

Course 101 counts for the degree but does not count toward a major.

Students majoring in Spanish are required to take courses 206, 301, and 302, and six additional hours of grade III work in literature.

RELATED COURSES SUGGESTED FOR ELECTION

Art 100, 215, 216; English 102, 104, 107, 210, 212, 218, 219, 221, 222, 230; French 200, 212, 213, 301, 305, 306; Geography 208, 303, 304; German 104, 202, 208; Greek 203; History 101, 102, 200, 202, 214, 217; Italian 103, 202; Latin 105; Philosophy 214; Political Science 202, 207, 208; Sociology 204.

SPEECH

Associate Professor: CÉCILE DE BANKE (Chairman)
Assistant Professor: VIRGINIA ROGERS MILLER, M.A.
Instructors: KATHARINE TAYLOR LOESCH, M.A.
PRISCILLA ALDEN OKIE, M.A.

Theater Workshop

Director: ARTHUR ELDON WINKLER, B.S., M.F.A.
Assistant: J. RANDOLPH CAMPBELL

Certain limitations are placed upon the hours in this department. Not more than 12 hours of grade II work may be counted within the minimum number of hours for the B.A. degree, and three to six hours of grade I work, with no duplication permitted at the grade I level. Students may elect for credit either 101 or 102 plus 12 hours in grade II work.

All freshmen and transfer students are required to attend a private conference at which a diagnostic test and an analysis of the student's speech and voice will be made. For those students who would benefit by instruction, the kind of work that would be most helpful will be suggested. Students who are found to have speech defects or speech disorders will be required to attend the speech clinic.

The courses are designed to help the student to acquire: (a) effective use of voice and good pronunciation in spoken English, (b) skill in public address on the platform and over the air, (c) the power to interpret poetry and dramatic literature, (d) an appreciation of the art of the theater. The courses are arranged to make possible systematic and progressive study in the speech arts.

SPEECH CLINIC. Analysis of speech defects, with special remedial work for their correction, for those students who require such help. The

work will be conducted in private conference or in small groups. No credit. *Mrs. Miller, Mrs. Loesch, Miss Okie.*

101. FUNDAMENTALS OF SPEECH. Study of physiological processes in voice production and the phonetic bases of spoken English. Guidance, practice, and criticism in the fundamentals of oral interpretation, public address, and drama. Open to all undergraduates. Six hours. *Miss de Banke, Mrs. Miller, Mrs. Loesch, Miss Okie.*

102 (1), (2). VOICE AND SPEECH TECHNIQUES. Study of vocal and phonetic skills requisite for the speech arts. Open to all undergraduates. Not open to students who have completed 101. Three hours. *Mrs. Loesch, Miss Okie.*

201. ORAL INTERPRETATION OF MODERN DRAMA. Presentation of selected scenes illustrating the more important trends from Ibsen's day to the present. Emphasis on character delineation. Development, by laboratory method, of fundamental acting techniques. Open to sophomores, juniors, and seniors who have had one course in the department or adequate preparation elsewhere. Six hours. *Miss de Banke.*

202 (2). PRINCIPLES AND PRACTICE IN PUBLIC ADDRESS. Emphasis on briefing, outlining, speech making, round table and panel discussion, debate, and open forum. Open to students who have completed one course in the department, and, by permission, to sophomores, juniors, and seniors. Three hours. *Mrs. Miller.*

203.* THEATER WORKSHOP. Theoretical and practical study of the art of the theater. Presentation of one-act plays in the workshop. Open, by permission of the instructor, to sophomores, juniors, and seniors, who have completed one course in the department or to those who have an adequate background in speech, drama, and art. Three periods of class work and two of laboratory. Six hours. *Director, Mr. Winkler; Assistant, Mr. Campbell.*

205. ORAL INTERPRETATION OF SHAKESPEAREAN DRAMA. Approach to the study of the Elizabethan repertory theater through dramatic presentation. Scenes from plays of Shakespeare presented with special regard to contemporary background. Open to sophomores, juniors, and seniors who have completed one course in the department or have had adequate preparation elsewhere, and to those who are taking or have completed English 309. Six hours. Either semester may be counted as a semester course. *Miss de Banke.*

* A special fee of $15.00 is charged for Speech 203. Loans from the Malvina Bennett Fund for this fee are available for a limited number of students. The chairman of the department should be consulted.

206 (1). ENGLISH PHONETICS. A study of speech sounds in English. Practice in the use of the International Phonetic Alphabet. Comparison of stage diction and the three types of American pronunciation. Some consideration of the application of phonetics to speech re-education and to acting. Open to sophomores who have completed one course in the department, and to juniors and seniors without prerequisite. Three hours. *Mrs. Miller.*

ZOÖLOGY AND PHYSIOLOGY

Professors: HARRIET CUTLER WATERMAN, PH.D.
GLADYS KATHRYN MCCOSH, PH.D.
EVA ELIZABETH JONES, PH.D. (Chairman)
Associate Professors: MARY LELLAH AUSTIN, PH.D.
LOUISE PALMER WILSON, PH.D.
ADA ROBERTA HALL, PH.D.
Assistant Professor: VIRGINIA MAYO FISKE, PH.D.
Instructor: EUNICE MARJORIE WOOD, M.A.
Assistants: ELIZABETH NORFLEET KING, B.A.
RUTH ELEANOR HEACOCK, B.A.
BARBARA MARY WALLS, B.A.
ANNE STUART CLEAVER, B.S.
ANN MARIE GRANT, B.A.
ELLEN SOSNOW, B.A.
Secretary and Custodian: KATHLEEN MILLICENT LEAVITT

Lecturer: MARGARET ELLIOTT HOUCK, M.S.
CURATOR OF THE MUSEUM

101. THE BIOLOGY OF ANIMALS. This course furnishes the basis for an intelligent understanding of animal life and of the place of man in the world of living things. The study of a series of forms of increasing complexity, culminating in a vertebrate, develops a conception of what an animal is and suggests probable evolutionary sequences. Cells are studied as units of structure and to demonstrate, particularly in germ-cells, the mechanism of heredity. In the second semester, lectures and discussions on the evidence and factors of evolution, on heredity and eugenics. Open to all undergraduates. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Miss McCosh, Miss Austin, Mrs. Houck, Miss Jones, Mrs. Fiske.*

102. PRINCIPLES OF ZOÖLOGY. A course designed for students who already have some scientific knowledge of animal life. A study of invertebrate and vertebrate animals serves as a basis for the consideration of important biological principles and for an appreciation of man's place in nature. Opportunity for individual studies and reports on subjects determined by interests and preparation of students. In the second semester, special emphasis on evolution and heredity. Stu-

dents who have offered for admission a course in biology which was largely on animals and which included careful dissection of several forms by the individual students should apply to the Dean of Freshmen for permission to take this course. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Miss Wood.*

103. AN INTRODUCTORY COURSE IN BIOLOGY. For description and prerequisites, see Interdepartmental Courses 103.

Exceptionally well prepared students are advised to consider the possibility of entering Zoölogy 203 or 204 instead of a grade I course. (See last paragraph under Directions for Election.)

203. VERTEBRATE ZOÖLOGY. Evidences of evolution from the study of the comparative anatomy and the development of the vertebrates, based upon a careful dissection of dogfish, necturus, and cat. The evolution of the vertebrate type will be traced from a primitive form to man, with particular emphasis upon the changes leading up to the structures found in the human body. Open to juniors and seniors without prerequisite, and to other students who have completed 101, 102, or 103. Five-year hygiene students electing this course must also take 301. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Miss Waterman.*

204. ANIMAL ECOLOGY. A study of animals in relation to their environment, that is, the natural history of animals. The behavior of animals in their natural surroundings, their adaptations for particular habitats, environmental factors, ecological succession, animal communities such as stream life and a meadow society, distribution and balance in nature. Field studies limited to nearby regions. Open to students who have completed 101, 102, or 103, and to juniors and seniors without prerequisite. Six periods a week, in general two of lecture and discussion, and four of laboratory or field work. Six hours. *Miss McCosh.*

301 (1). MAMMALIAN ANATOMY (HYGIENE 301). The gross anatomy of bones and muscles. Required of first-year graduate students in the Department of Hygiene and Physical Education; also of juniors who are registered as five-year hygiene students. If counted as part of a major in zoölogy, 301 should be preceded by 101 or 102. Three periods a week, in general one of lecture and discussion, and two of laboratory. Two hours. *Miss Waterman.*

302. PHYSIOLOGY (HYGIENE 302). For description, see 308. Required of first-year graduate students in the Department of Hygiene and Physical Education; also required of students registered for the five-year hygiene course, either in the junior or senior year. If counted as part of a major in zoölogy, 302 should be preceded by 101 or 102. Open

to hygiene students only; others take 308. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Miss Hall.*

303 (1). HISTOLOGY AND HISTOLOGICAL TECHNIQUE. A study of the microscopic structure of the tissues and organs of mammals. Emphasis on the relation of structure and function. Some training in the preparation of tissues for microscopical study. Open to juniors and seniors who have completed or are taking 203 or 204 or 308. Six periods a week, in general one of lecture and discussion, and five of laboratory. Three hours. *Miss Jones.*

304 (2). EMBRYOLOGY. The development of an individual from its origin as a fertilized egg through the time of formation of the principal organs and systems. Laboratory work chiefly on a study of chick and pig embryos. Open to juniors and seniors who have completed or are taking 203 or 204 or 308. Six periods a week, in general two of lecture and discussion, and four of laboratory. Three hours. *Miss Jones, Miss Wood.*

305 (2). THE DEVELOPMENT OF MODERN ZOÖLOGY. A study of the outstanding biological contributions from the early Greek period to the twentieth century, leading to a consideration of representative theories and problems of zoölogy of the present day. Open to students completing a 24-hour major in zoölogy, and to others with the approval of the department. Three hours. *Miss Austin.*

306 (1). GENETICS. The principles of heredity, based on the cytological and genetical evidence found in animals; the application of these principles to human inheritance and to the practical problems of eugenics. The class work is supplemented by a few breeding tests with Drosophila. Open to students completing a 24-hour major in zoölogy, and to others with the approval of the department. Three hours. *Miss Austin.*

308. PHYSIOLOGY. The course gives a fundamental knowledge of general physiological processes. Simple physical and chemical studies of living matter. Observations of more complex physiological processes—nutrition, circulation, respiration, excretion, nerve-muscle response, reproduction, endocrine activities. Open to students who offer as prerequisites Zoölogy 101 or 102 or 103, and Chemistry 101 or 103; or to students who in addition to fulfilling the chemistry requirement have completed or are taking Zoölogy 203 or 204. Open by permission without prerequisite to students majoring in chemistry. Chemistry 301 is recommended as a parallel course. Six periods a week, in general two of lecture and discussion, and four of laboratory. Six hours. *Mrs. Wilson.*

310 (2). Advanced Histology. A continuation of the study of organs not included in 303. Various aspects of histological research are considered in a series of reports on original papers. Individual problems afford practice in special methods of technique. Open to juniors and seniors who have completed 303. Six periods a week, in general one of lecture or discussion and five of laboratory. Three hours. *Miss Jones.*

312 (2)†. Physiology of Nutrition. A study of the foods necessary for the normal functioning of the body and the physiological processes by means of which they are utilized for growth, repair, and energy release. Normal and faulty nutrition compared by feeding experiments with animals. Prerequisite, or corequisite, 308 or 302. Chemistry 301 is not required as a prerequisite but is recommended. Six periods a week, in general two of lecture and discussion, and four of laboratory. Three hours. *Miss Hall.*

313 (2). Mammalian Anatomy (Hygiene 313). The digestive, respiratory, excretory, reproductive, circulatory, and nervous systems. Required of first-year graduate students in the Department of Hygiene and Physical Education; also of juniors who are registered as five-year hygiene students with the exception of those students who have already completed 203. If counted as part of a major in zoölogy, 313 should be preceded by 101 or 102 and 301. Three periods a week, in general one of lecture and discussion, and two of laboratory. Two hours. *Miss Waterman.*

316 (2)†. Physiology of the Endocrine Glands. The chemical control of the animal organism through the secretions of the endocrine glands. Individual problems. Prerequisite or corequisite, 308 or 302. Six periods a week, in general two of lecture and discussion, and four of laboratory. Three hours. *Miss Hall.* (Not offered in 1950–51.)

350. Research or Independent Study. Open to graduate students and, by permission, to seniors and juniors. Three hours for a semester or six hours for a year. The amount of work contemplated must be indicated at the time of handing in electives.

Directions for Election

These courses are designed to provide for the general student a basis for the interpretation of phenomena in the world of living things. At the same time they may furnish a foundation for students who plan to follow professionally some phase of biological work, such as teaching, research, laboratory technique, medicine, public health, physical education, nursing, medical social service.

† Offered in alternate years.

Five-year hygiene students wishing to major in the department should elect 101 in the freshman or sophomore year, and 301, 313, and 302 in the junior and senior years.

Pre-medical students are referred to the requirements as given on page 49.

For public health work, students are advised to elect 101 or 203, 308 and 303 in this department and to include Botany 308 among the courses related to the major.

A knowledge of chemistry is required of all students taking work in physiology and is desirable for all students majoring in the department. A reading knowledge of French and German is desirable for undergraduates, and is required, ordinarily, of students in graduate schools.

Students majoring in the department may under certain conditions obtain permission from the chemistry department to take Chemistry 301 after having taken 101.

The department will admit properly qualified freshmen and sophomores to Zoölogy 203 or 204 without examination but by special permission after consultation with the chairman of the department.

EXEMPTION EXAMINATION

The department will offer an examination for exemption from zoölogy as a distribution requirement to any student who offers for admission a year course, taken in either the junior or senior year and carried at a grade of B (85) or more, and who presents an acceptable laboratory notebook when applying for the examination.

INTERDEPARTMENTAL MAJOR PROGRAM

NATURAL RESOURCES AND CONSERVATION

The program is designed to give an understanding of the biological and geological processes which, together, have produced the world's natural resources, and to form a background for intelligent interest in the preservation and use of these resources.

Prescribed Program:

Grade I. Choice of 6 hours from:

Biology 103. An Introductory Course in Biology
Botany 101. General Botany
Zoölogy 101. The Biology of Animals
Zoölogy 102. Principles of Zoölogy

and 6 hours from:

Geology 101. General Geology
Geology-Geography 101 (1), –102 (2) 12 hours

Grade II. Choice of 6 hours from:

Botany 202 (1), (2). Plant Biology
Botany 203 (1). Field Botany
Botany 204 (2). Basic Horticulture
Botany 207 (1). Plant Resources — 6 hours

and 6 hours from:

Geology 204 (1). Geomorphology
Geology 202 (1). Mineralogy. Must be followed by 316 (2). Economic Geology
Geology 206 (2). Regional Geology of North America
Geography 208 (1), (2). The Geography of Europe
Geography 209 (1), (2). The Geography of the United States, Canada and Alaska — 6 hours

and: Zoölogy 204. Animal Ecology — 6 hours

Grade III. Geography 306 (1). Conservation of Natural Resources — 3 hours
Integrating Seminar — 3 hours

and 6 hours of related work from:

Botany 306. Physiology
Botany 303 (2) or Zoölogy 306 (1). Genetics
Geology 316 (2). Economic Geology
Any other Grade III Geography course — 6 hours

An additional 6 hours from:

Economics 101. Introductory Economics
Pol. Sci. 100. Introduction to Political Science
Pol. Sci. 201 (1). Public Administration — 6 hours

48 hours

Recommended related courses:

Interdepartmental 106. An Introductory Course in Physical Science
or Chemistry 101. Elementary Chemistry
or Chemistry 103. General Chemistry and Qualitative Analysis

Students interested in this program should consult Professor McCosh of the Department of Zoölogy and Physiology.

INTERDEPARTMENTAL HONORS PROGRAMS

Several interdepartmental honors programs are open to qualified students. Conditions of admission to candidacy and of award are the same as for other candidates for honors. See page 48.

CLASSICAL ARCHEOLOGY

The purpose of this program is to correlate work in classical art, literature, and history, and so offer opportunity for a comprehensive study of ancient civilization. It will also serve as a basic preparation for graduate and field work in classical archeology. Emphasis may be placed on either the Greek or Roman period.

The field of concentration should normally include 48 hours divided as follows: 18 hours in art; either 18 hours in Greek and 6 in Latin or 18 hours in Latin and 6 in Greek; 6 hours in ancient history. The following courses may be counted in this program:

Art: 101, 201, 209, 301, 350
Greek: all courses except 104 and 203
Latin: all courses except 104 and 105
History: 203, 204

Three hours of 350 must be included, which should as a rule correlate work in art and literature.

Students contemplating field work in archeology are advised to elect some work in geology.

Students interested in this program should consult Professor Barbara P. McCarthy of the Department of Greek.

LATIN AMERICAN STUDIES

The field of concentration will include courses dealing with Latin-America, and the work will be pointed toward the study of language, culture, and international relations.

The standard minimum requirement for this program shall include the following courses.

Economics 101. Introductory Economics	6 hours
Geography 304 (1). The Geography of South America	3 hours
303 (2). The Geography of Middle America	3 hours
History 214 (1). The Rise of The Latin American Republics	3 hours
Political Science 207 (2). Government and Politics of Latin America	3 hours

Sociology 204 (2). Social Systems in Latin America	3 hours
Spanish 102. Aspects of Spanish and Spanish American Life	6 hours
208 (2). Conversation	3 hours
207 (2). The Civilization of Mexico	3 hours
306. Modern Spanish American Literature	6 hours
* Research or Independent Study	3 hours
* Integrating Seminar	3 hours
	45 hours

For students concentrating in Latin American Studies, the prerequisites will be waived for all the courses in the standard minimum requirement except for Sociology 204 and for Spanish 306. For Spanish 306 these students may offer as a prerequisite 6 hours of literature (Spanish, English, American, or another foreign literature).

Students interested in this program should consult Assistant Professor Evans of the Department of Political Science.

MEDIEVAL STUDIES

The purpose of this program is to provide a broader understanding of the formative period of European culture than can be gained within a single department.

The field of concentration shall consist of 42 to 45 hours divided as follows:

1. Required courses (30 to 33 hours): History 101, Medieval and Early Modern Europe, and 309, Medieval Culture From St. Augustine to Dante; Latin 106, Medieval Latin; Philosophy 107, Introduction to Philosophy Through Greek Thought, or 307, The History of Greek Philosophy, and 323 (1), Medieval Philosophy; and an integrating seminar (3 to 6 hours) will normally ** be required.
2. 9 to 12 additional hours selected from courses in the medieval field in art, Biblical history, or literature. Ordinarily this additional work will fall within a single department; but exceptionally, combinations of courses in more than one department may be approved.

If a student elects 24 hours or more in the Department of History, Latin, or Philosophy, the additional hours taken to fulfill the require-

* In planning the work of the 350 course and of the seminar, the Committee on Latin American Studies will take into consideration the special interests of individual students.

** A student whose interests are primarily in art or literature may, as an exception, be permitted to substitute for the philosophy requirement 9 hours selected from courses in the medieval field in another department.

ment for concentration in medieval studies may be chosen from more than one department.

Students interested in this program should consult Associate Professor Charlotte Goodfellow of the Department of Latin.

INTERNATIONAL RELATIONS

The purpose of this program is to facilitate the study of international relations for those honors students who wish to follow a more comprehensive program in this field of study than can be accomplished by majoring in any one department.

The field of concentration shall consist of 54 hours as follows:

36 hours in courses listed below.
18 hours of related courses, of which at least 3 shall be 350 work.
A seminar in any department may be substituted for 350 work, if approved by a student's director.

Required courses:

Economics 101. Introductory Economics	6 hours
Economics 314 (2). International Economic Relations	3 hours
Geography 208 (1), (2). The Geography of Europe	3 hours
History 102. Modern European History, *or* History 200. History of Europe from the Decline of Rome to the Present Time	6 hours
History 305. Diplomatic History of Europe since 1789 *or* History 307. American Foreign Relations	6 hours
Political Science 100. Introduction to Political Science (either semester)	3 hours
Political Science 208. International Politics	6 hours
Political Science 301 (1). International Law	3 hours
	36 hours

If permitted by a department, a student may meet any of the above requirements by an exemption examination.

The honors committee may require of individual students a reading knowledge of one language in addition to that required for graduation.

A regional emphasis may be given to this program by the selection, within the 18 hours of related work, of courses dealing with a particular region.

Students interested in this program should consult Professor Williams of the Department of History.

EXPENSES

FOR STUDENTS RESIDENT IN COLLEGE HOUSES $1600

Basically Wellesley is a residential college. Occasionally it accepts students who are not in residence. The fee in such cases is reduced to $700.

Undergraduate students who are permitted to take seven semester hours or less of classroom work a semester, and who do not live in college buildings, pay tuition by the course as follows: for two semester hours, $70; four semester hours, $185; six semester hours, $262.50. Payment is due at the beginning of the year.

FOR GRADUATE STUDENTS, the charge for full tuition is $225 a semester, covering a program of eight or more semester hours. Tuition for the year is payable in two installments of $225 each, one at the opening of college and the other at the beginning of the second semester. Students in the Department of Hygiene and Physical Education are allowed a remission to be applied against tuition in return for four hours a week of assistance in the work of the department. Fees for a program of less than eight semester hours, and for residence in the Graduate Club House may be found in the *Graduate Circular*.

TIMES AND AMOUNTS OF PAYMENT

Payments must be made before the student can take her place in the classroom. No exception will be made to this rule without written permission from the Assistant Treasurer.

Checks or money orders should be made payable to Wellesley College. If sent by mail, they should be addressed to the Assistant Treasurer.

The College reserves the right to revise fees at the end of any semester if conditions should make it necessary.

There are no deductions for absences, and no refunds save in exceptional cases of which the College shall be the sole judge.

FOR STUDENTS RESIDENT IN COLLEGE HOUSES:

Standard Plan:

July 10 . . . . . $50

Deposit to reserve a place in college for the ensuing year. Failure to make such deposit will mean loss of enrollment. No part of any scholarship or loan awarded by Wellesley College and ordinarily no part of a grant from the Wellesley Students' Aid Society may be applied on this payment.

The deposit is not refundable.

September (at the opening of college) $775

February (at the beginning of the second semester) $775

Alternative Plan:

July 10 (see under Standard Plan) $50
First semester: four installments, in September, November, December, January, each $194.75 . . . . . $779
Second semester: four installments, in February, March, April, May, each $194.75 . . . . . $779

FOR STUDENTS NOT RESIDENT IN COLLEGE HOUSES:

Standard Plan:

July 10 . . . . . $50
Deposit to reserve a place in college for the ensuing year. Failure to make such deposit will mean loss of enrollment. No part of any scholarship or loan awarded by Wellesley College and ordinarily no part of a grant from the Wellesley Students' Aid Society may be applied on this payment.
The deposit is not refundable.

September (at the opening of college) $325
February (before the opening of the second semester) $325

Alternative Plan:

July 10 (see under Standard Plan) $50
First semester: four installments, in September, November, December, January, each $82.25 . . . . . $329
Second semester: four installments, in February, March, April, May, each $82.25. . . . . $329

Graduate and *special students* who do not live in college buildings make payment for room and board directly to the management of the private houses in which they have secured lodging and meals, at such rates and times as the parties to the arrangement may agree upon. Information regarding boarding places may be obtained by addressing the Dean of Residence.

FEES

1. Application fee.

An application fee of $10 is required from all candidates for admission, and no application is recorded until the fee is received. The same fee is required from all former students who apply for readmission. Application fees will not be credited on any bill. If the application is cancelled for any reason, by the candidate or the College, the fee is forfeited to the College. A student who postpones entrance until the year following the one for which she first applied may transfer her application fee.

2. Matriculation and diploma fees for graduate students.

A matriculation fee of $5 is payable when an applicant is admitted to graduate work. The diploma fee of $5 is payable upon receipt of the Master's degree or the Certificate in Hygiene and Physical Education.

3. Music fees.

Fees for instruction in instrumental and vocal music are given on page 126.

4. Infirmary fees.

The privileges of the infirmary, when prescribed by the Resident Physician, are open to resident students without charge for a period not exceeding seven days, provided no extra service is required. An infirmary fee of $7.00 a day is charged for periods exceeding seven days. Charges for extra services will be determined by the amount required.

No student may receive a diploma until a satisfactory settlement of all her college fees has been made.

OTHER EXPENSES

1. Health and accident insurance.

Arrangements for a group student health and accident insurance policy are made by the College with a reputable insurance company. The College allowance of seven free days in the infirmary per year together with the benefits of the group student health and accident insurance, should meet the greater part of the necessary medical expenses ordinarily incurred at the College. Details in regard to this insurance will be mailed with first semester bills by the Assistant Treasurer, who will be glad to answer questions about it. This insurance is strongly recommended to students, but is not a requirement.

2. Books, supplies, subscriptions, etc.

A student should plan on an annual expenditure of $40 to $75 for books, supplies, and subscriptions, and at least $100 for incidentals and recreation.

3. Room furnishings.

Student rooms are supplied with the essential articles of furniture. Students are expected to furnish rugs and couch covers. A small table and a comfortable chair are permissible additions. They may also bring radios, record players, clocks, and additional reading lamps upon the payment of $1.00 a year for each piece of electrical equipment.

A student who leaves personal possessions in the house does so at her own risk. *Articles remaining unclaimed after notice by the Dean of Residence or after a student has left college, either by withdrawal or graduation, will be disposed of by the College.*

FINANCIAL AID

Students of real intellectual interest and ability can find the means for obtaining a Wellesley degree through scholarships, loans, and various kinds of self help. College scholarships form a substantial basis for aid. These scholarships granted by the faculty committee may be augmented by awards from the Students' Aid Society. It is also possible for students to earn money for incidental expenses by obtaining work through the Placement Office.

SCHOLARSHIPS:

Scholarships maintained by income from permanent funds are awarded annually to undergraduate students, and grants are made from other funds which the trustees set aside for this purpose each year. Awards are made in recognition of intellectual ability, of good college citizenship and character, and of genuine financial need. Regular scholarships range from $100 to $600. Holders of Pendleton Scholarships may receive awards as large as $1,000. There are also a few larger scholarships for foreign students.

A limited number of scholarships are offered to incoming freshmen. Awards are based on financial need and on credentials which give promise of academic success and good college citizenship. The largest awards available to freshmen are the Pendleton Scholarships of $600 to $1,200, named in honor of Ellen Fitz Pendleton who was President of Wellesley College from 1911 to 1936. There are fifteen of these scholarships, eight of which are granted on a regional basis: one in New England, one in the Middle Atlantic States, two in the South, two in the Central States, and two in the Far West. The remaining seven are open to students from all parts of the country. As funds permit, sums ranging from $100 to $500 are awarded to other freshman applicants.

Applications from students in college must be filed with the Dean of Students, who is Chairman of the Faculty Committee on Scholarships, on forms furnished for the purpose and in accordance with the instructions posted near the close of the first semester.

Applications from candidates for admission must be made to the Dean of Students before March 1 of the year of admission. More detailed information about scholarships may be obtained from the Dean of Students.

Wellesley College is a member of the Seven College Conference which has established National Honor Scholarships for Women. These scholarships may be competed for by students from the three following districts: Middle West, Kansas, Missouri, Nebraska; South, Louisiana, New Mexico, Oklahoma, Texas; West, California, Oregon, Washington.

Information about these scholarships may be obtained by writing to Mrs. F. Murray Forbes, Jr., Executive Secretary, Committee on National Scholarships for Women, 21 Beaver Place, Boston 8, Massachusetts.

Cooperative House:

A house on the campus has been established on a cooperative basis where students may earn $95 toward their fees by doing an hour's work a day at household tasks. Since students in all houses spend two to three hours a week at such work without remuneration the additional effort asked of members of the cooperative house amounts to not more than four hours a week.

Places in the cooperative house are awarded to scholarship applicants whose needs cannot be fully met by grants and who give promise of being responsible members of the household. The $95 is divided equally for credit between the two semesters.

Experience of long duration has shown that this kind of regular work can be carried by freshmen as well as by upper class students without presenting any hazard to their academic standing or their health.

Work Scholarships:

A limited number of awards are available to holders of regular scholarships for work done in the Library and in departments.

Loan Funds:

There are available several specific funds from which the College may make loans to assist worthy undergraduate students. Detailed information about loans may be obtained from the Dean of Students.

The Wellesley Students' Aid Society:

This organization is maintained by alumnae and former students of the College, aided by the faculty and undergraduates, as their contribution toward keeping the opportunities of Wellesley open to students of moderate means. Awards are made in some combination of gift and loan to supplement college scholarships, and are made on practically the same basis as college grants. They ordinarily range from $50 to $200. Loans and occasionally gifts in small sums, $5 to $25, are also made for incidental expenses and emergencies.

Opportunities for Employment:

The Placement Office offers assistance to students who wish to earn money toward their college expenses. The types of employment are mainly caring for children, clerical work, library work, and assisting in the various offices and departments of the College. Within the College three exchanges dealing in furniture, books, and food afford regular work for a number of students. Agencies for newspapers, magazines,

and dry cleaning yield substantial returns to students. While the Placement Office makes every effort to obtain places for those who wish to work, it cautions students against depending upon this source for any considerable income. Such employment makes a distinct draft upon strength and time, and freshmen are advised not to undertake more than one kind of remunerative work.

GRADUATE FELLOWSHIPS AND SCHOLARSHIPS

The Alice Freeman Palmer Fellowship, yielding an income of not less than $1,400, was founded in 1903 by Mrs. David P. Kimball. The holder of this fellowship must be a graduate of an American college of approved standing, a woman of good health, not more than twenty-six years of age at the time of her appointment, unmarried throughout the whole of her tenure, and as free as possible from other responsibilities. She must have completed at least one year of graduate study. The same person will not be eligible to the fellowship for more than two years.

The fellowship may be used for study abroad, for study at any American college or university, or privately for independent research.

A form to be used in applying may be obtained from the Secretary to the President, Wellesley College. The application must be filed before February first.

The Fanny Bullock Workman Scholarship, yielding an income of not less than $1,200, was founded in 1929 by the bequest of Mrs. Fanny Bullock Workman.

The holder of this scholarship must be an alumna of Wellesley College who has completed at least one year of graduate study. She must present evidence of good health, character, financial need, and ability; and must be free from personal obligation which would interfere with study. The scholarship may be used to assist preparation for any useful work.

Forms to be used in applying may be obtained from the Secretary to the President, Wellesley College. Applications must be filed before February first.

The Anne Louise Barrett Fund, yielding an income of not less than $1,100, was founded in memory of her sister, by bequest of Mrs. Helen Barrett Montgomery of the class of 1884. The income is to be awarded, preferably in the field of music, to a woman who is a graduate of an American college of approved standing and who is a candidate for an advanced degree or has completed at least one year of graduate study. At the discretion of the trustees it may be awarded in any other field. On presenting evidence of notable accomplishment, the same person will be eligible to apply for the fellowship for a second year. In the case of candidates of equal ability, preference will be given to a Wellesley graduate.

The fellowship may be used for study abroad, for study at any American college or university, or privately for independent research. Work in music must be primarily in musical theory, or composition, or the history of music.

Forms to be used in applying may be obtained from the Secretary to

the President, Wellesley College. The application must be filed before February first.

THE HARRIET A. SHAW FUND, yielding an income of not less than $800, was founded by Mrs. Elizabeth Cheney Kaufmann. The income is awarded in the field of music, art, and allied subjects to a woman who is a graduate of an American college of approved standing and not more than twenty-six years of age at the time of her appointment. In the case of applicants of equal merit in different fields, preference is given to the music candidate. The scholarship may be used for study abroad, for study at any American college, university, or art school, or privately for independent research. Work in music must be primarily in musical theory, composition, or the history of music. Work in art may be in history of art or in the creative field (painting, sculpture or architecture), provided the applicant has had undergraduate work in history of art.

Application forms may be obtained from the Secretary to the President, Wellesley College. The application must be filed before February first.

THE HORTON-HALLOWELL FELLOWSHIP has been established by the Alumnae Association of Wellesley College in honor of Mary E. Horton, the first professor of Greek, and Susan M. Hallowell, the first professor of Botany. It is open to alumnae of Wellesley College in need of financial assistance for graduate study in candidacy for the degree of Doctor of Philosophy or for private research of equivalent standard. The amount of the fellowship is $1,500. A candidate for this fellowship must present evidence of good health.

Forms to be used in applying may be obtained from the Chairman of the Fellowship Committee, Alumnae Office, Wellesley College. Applications must be filed before February 15.

THE VIDA DUTTON SCUDDER FELLOWSHIP, yielding an income of not less than $700, was established by the Class of 1913 to be awarded to a recent Wellesley graduate who has shown interest in the interrelation of literature and political and social science and who seems qualified to engage in graduate research, writing or social experimentation.

Seniors interested in this award in the fields of English, Economics, History, Political Science and Sociology should consult the chairmen of their major departments. Seniors and recent graduates may obtain from the Secretary to the President a blank to be used in making application for the fellowship.

THE SUSANNA WHITNEY HAWKES TEACHING FELLOWSHIP, from the bequest of Susanna Whitney Hawkes, is offered to a graduate student

in the Department of English who is seriously preparing to teach English composition as well as literature.

The fellowship is open to those graduates of Wellesley College who have shown special competence in English work, and who have received their B.A. degree within six years. The fellowship, which may be awarded for two successive years, covers tuition fees for graduate courses at Wellesley College and also carries with it an annual stipend of $500.

Applications, with full information about the applicant's work, must be received not later than March first and should be addressed to the Chairman of the Department of English, Wellesley College.

THE RUTH INGERSOLL GOLDMARK MEMORIAL FUND, yielding an income of not less than $200, was founded in 1946 by bequest of Charles J. Goldmark. The income from this fund is to be used to award a scholarship to a graduate student at Wellesley College or elsewhere who is working in English literature, or English composition, or in the Classics. Should there be no deserving applicants in one of these departments of study, the income may be used to aid graduate students in other departments.

Forms to be used in applying may be obtained from the Secretary to the Deans, Wellesley College. The application must be filed before February first. If the scholarship is to be used for graduate study at Wellesley College, the application should be accompanied by admission credentials. Blanks to be used in applying for admission may be obtained from the Committee on Graduate Instruction.

THE LORETTA FISH CARNEY MEMORIAL SCHOLARSHIP, yielding an income of not less than $150, was founded in 1920 by the alumnae and staff of the Boston Normal School of Gymnastics and the Department of Hygiene and Physical Education of Wellesley College; the income of this fund to be awarded, at the discretion of the teaching staff of the department and of the President of the College, to a second-year student in the department.

THE AMY MORRIS HOMANS SCHOLARSHIP FUND, yielding an income of not less than $300, was founded in 1924 by the Mary Hemenway Alumnae Association of the Graduate Department of Hygiene and Physical Education in honor of Miss Amy Morris Homans, pioneer and leader in physical education in the United States; the income of this fund to be awarded to a student in the Graduate Department of Hygiene and Physical Education who is in need of assistance and shows proficiency and promise.

THE GRADUATE STUDY AND RESEARCH FUND, yielding an annual income of not less than $120, was founded in 1931 by a group of graduate

students, and increased in 1936 by the estate of Isabelle Stone, Wellesley '05. The income is available for graduate study or research. Application should be made to the Chairman of the Committee on Graduate Instruction.

THE TRUSTEE GRADUATE SCHOLARSHIPS. Two scholarships of $750 each have been established by the Trustees of Wellesley College for members of the senior class who are qualified for graduate work. The scholarships may be used for study in this country or abroad. Notice of the conditions of application are sent by the Dean of Instruction in the spring of each year to qualified seniors.

GRADUATE SCHOLARSHIPS are offered to approved candidates for a Master's degree in residence at Wellesley College. These scholarships provide for (1) one-half of full annual tuition; (2) full tuition; (3) full tuition plus $100. Application for one of these scholarships should be made before March first. A form to be used in applying may be obtained from the Secretary to the Deans, Wellesley College. The application should be accompanied by letters of recommendation from persons familiar with the candidate's college work. The award will be made after the candidate's formal application for admission to graduate work has been accepted. Students who do not maintain their work at B grade or above in all courses counting for the degree during the first semester may be required to relinquish their scholarships at midyears. Scholarships are awarded only to fully qualified candidates for a Master's degree. Special graduate students are not eligible for these awards.

Laboratory assistants are granted the privileges of graduate study without tuition charge.

GRADUATE STUDY IN CLASSICS:

The American School of Classical Studies in Athens offers special opportunity for graduate study in Greek. The income of the Julia Josephine Irvine Fund makes it possible to offer membership without tuition to all graduates and graduate students of Wellesley College who have done sufficient work in Greek and archæology to profit by the opportunity. The object of the School is to furnish an opportunity to study in Greece the literature, art, antiquities, and history of the country under suitable guidance; to prosecute and to aid original research in these subjects; and to assist in the exploration and excavation of classic sites. Three fellowships of $1,200 each are awarded annually on the basis of competitive examinations and are open to graduates of the coöperating colleges of which Wellesley College is one. For further information apply to Professor McCarthy.

The American School of Classical Studies in Rome is an integral part of the American Academy in Rome. The object of this School is to promote

the study of classical literature in its bearing upon antiquities and history; of classical, Etruscan, and Italian art and archæology, including topography, palæography, and epigraphy, and of the art and archæology of the early Christian, Mediæval, and Renaissance periods within the boundaries of Italy. Duly qualified graduates of Wellesley College are exempt from any charge for tuition. For further information application may be made to Associate Professor Taylor.

SCHOLARSHIPS IN THE MARINE BIOLOGICAL LABORATORY AT WOODS HOLE (or in a biological field station approved by the student's major department). Admission to courses at Woods Hole is upon a selective basis. Wellesley College offers annually two scholarships to applicants who are successful candidates. This laboratory is primarily for research, but in the summer courses of instruction are offered, four in zoölogy and one in botany. The purpose of these courses is to aid in the production and training of investigators, and first consideration is given to persons who, whether graduate or undergraduate, give promise of contributing to the advancement of science. Applicants must have completed at least two full college courses in the subject in which they wish to work.

With the approval of the major department, fees will be paid to the amount of the Woods Hole scholarship for work at another summer biological field station.

Applicants should state the character of the work to be done, whether botanical or zoölogical, whether courses of instruction are desired, or investigation under direction. All applications should be sent to Associate Professor Creighton or Professor Jones before February first. These applications will be forwarded to Woods Hole to be acted upon March 15.

DEGREES CONFERRED IN 1950

BACHELOR OF ARTS

Frances Bates Abbott
Mary Inglis Aitken
Nancy Adair Aitken
Diane Yvonne Allan
Margaret Woodbridge Allen
Roslyn Alpern
Hyla Ames
Aline Amon
Judith Harding Anderson
Nancy Ellen Angell
Joan Elizabeth Appel
Jean Douglas Archibald
Kathryn Joan Aring
Meredith Mayo Arzt
Joan Ashworth
Phyllis Elizabeth Babb
Helen Heyden Babcock
Joy Louise Bailey
Alice Anne Bain
Dorothy Anne Baird
Mary Barbara Baird
Margaret Helen Baldwin
Lila Ruth Barbash
Elaine Yaffa Baron
Sarah Elizabeth Barrett
Joan Baylor
Ellen Beardslee
Nancy May Becker
Elizabeth Buckner Bell
Phyllis Naomi Bennett
Sarah Willingham Biedenharn
Nancy Mary Bignell
Alice Elizabeth Blaney
Barbara Ann Bleasby
Patricia Ann Blech
Myra Bloch
Beverly Wills Bonelli
Nancy Lee Bonsall
Priscilla Everett Borden
Margaret Ruth Bowers
Sarah Elizabeth Brackett
Helen Angell Bradner
Olive Day Bramhall
Elizabeth Claire Broback
Barbara Bronson
Bettine Juliet Brown
Martha Ellen Brumback
Mary Ellen Butler Brunkow
Barbara Crandall Bryan
Marjorie Lou Bull
Rose Burgunder
Carol Burke
Barbara Buschmeyer
Joan Butler
Sarah Catherine Butte
Helen Stevens Buttfield
Mary Jeanette Campbell
Anne Whittier Carleton
Barbara Warner Carlson
Marjorie Burt Carroll
Corine Shearer Carwile
Storrow Devine Cassin
Joan Cavanaugh
Lucille Catherine Cervasio
Sally Chandler
Barbara Lee Chrisman
Marion Virginia Christian
Marjory Williams Church
Patricia Ann John Cochran
Claire Mildred Conover
Cynthia Belle Cooper
Dorothy Louise Crane
Joanne Creager
Katherine June Crehore
Mary Ellen Criscitiello
Joan Calhoun Cristal
Arvia Brower Crosby
Sara Anne Crowell
Penelope Anne Cruden
Mitzi Evans Dallas
Kathleen Louise Dandy
Elizabeth Davidson
Dorothy Alice Davis
Mary Jane Davis
Diane Isabelle de Bonneval
Nicole Escande de Messières
Vivian Mary Deruha
Mary Aleene Desmond
Margaretta Austin Diggs
Lenore Mary Dignam

Nancy Canfield Domenie
Jane Ann Donaldson
Mildred Ruth Donkersley
Carolyn Doolittle
Bettie Dean Dorsey
Marian Tappan Dowling
Arline Louise Doxsee
Judith Irene Dreifuss
Eunice Dugdale
Jane Webster Eddy
Lydia Spencer Edes
Aileen Blanche Edwards
Anne Eisaman
Alice Freeman Elder
Joan Elliot
Doris Pruss Elliott
Patricia Ann Ellis
Mary Louise Ensign
Rae Ann Ernster
Betty Louise Esbenshade
Jane McCullough Everhart
Sylvia Withrow Farny
Joyce Rae Fineman
Mary Anne Foley
Amy Josephine Ford
Susannah Budd Freeman
Betsy Ann Gage
Jean Louise Gans
Nancy Katharine Gaver
Annette George
Elizabeth Ann Getzoff
Mary Hutton Gibson
Alice Grace Gingles
Ethel Louise Ginsburgh
Jessie Anne Godfrey
Muriel Goldberg
Roberta Allene Good
Betty Ann Goodman
Joan Hamilton Gordon
Ruth Kleist Graff
Elizabeth Anne Gray
Mary Lonsdale Green
Joanne Thompson Greenspun
Anne Frances Grimwade
Diane Elizabeth Gruhler
Martha Moore Gummere
Ellen Louise Gutsche
Mary Zoe Hadley
Ann Kirk Haggarty
Ina Beatrice Aronson Hahn
Nancy Esther Halverson
Sally Bow Hammond
Jean Catherine Handke
Jane Hanscom
Terry Ann Harris
Nancy Kent Harrison
Harriet Cutter Haseltine
Joan Hall Hauser
Cynthia Joy Hausmann
Miriam Ruth Heald
Joanne Healy
Mary Hopper Heinrichs
Eleanor Blakey Helm
Nancy Clare Henry
Patricia Henry
Martha Harris Herr
Nancy Gay Highriter
Beverly Virginia Hill
Ann Hirshberg
Alice Boardman Hitchcock
Iris Gunther Hofmeister
Cora Elizabeth Holley
Ellen Catherine Horgan
Terry Ellen Horvitz
Shirley Houser
Mary Knatchbull Hugessen
Sally Adams Huggins
Virginia Laura Iacuzzi
Doris Maria Igler
Jessie Mercer Immel
Catherine Louise Infanger
Charlotte Boyd Ingwersen
Ann Catherine Jandron
Jane Buchan Jewell
Ruth Audrey Joel
Anne Carol Johns
Diana Ward Johnson
Kathleen Fisher Johnson
Norma Zelda Joseph
Patricia Coles Kaelber
Dorathea Elizabeth Karow
Anita Joan Katz
Catharine Patricia Keefer
Margaret Kennedy
Margaret Deborah Killip
Eleanor Therese Kilmain
Katharine Kipp
Margaret Elaine Kittle

SUSAN GRETCHEN KNIGHT
MARIE-LOUISE MARTIN KNOPP
FREDRIKA CARLISLE KOENIG
MARY KOHN
MOLLIE POPE KRAMER
ELAINE MARILYN LACKMAN
MARILYNN RUTH LAMB
PRISCILLA FAITH LAMB
BARBARA ANN LANS
EVE MARIE LAPEYROUSE
PRENTICE LARRIEU
NAN KIMBALL LAVIS
CAROLYN LOVELL LEFEVRE
PHYLLIS RENÉE KATZ LEVINE
MARY HOPE LEWIS
CAROLINE SYLVIA LINDEN
RUTH HUTCHINSON LIPPITT
PATRICIA ANN LITTAUER
NANCY ANN LOCKERTY
VIRGINIA LONG
NANCY LONGLEY
LILLIAN EMMA LOOK
BARBARA KATHERINE LOOMIS
CAROLINE JEAN LOONEY
VIRGINIA ANNE LOWELL
CHARLOTTE HUNTINGTON LYMAN
MARILYN LORNA LYON
KATHERINE CRAWFORD MACDONALD
ALICE ELIZABETH MACPHERSON
SONDRA MARKOWITZ
ANN BARBER MARSTON
BARBARA MAE MARTHA
BETSEY ALICIA MARTIN
SALLY ANN MARTYN
MARGARET MASON
RUTH ELLEN MAY
JEAN CAROL MCCOWN
KATHARINE RAYNOLDS MCCOY
NANCY CHURCH MCDOWELL
BARBARA ANNE MCMASTER
GAIL PARSONS MCMASTER
KATHRYN FRANCES MEAD
SALLIE TOM MERRITT
ELISE GUYE MEYER
MARJORIE ANN MILLER
MARY HELEN MILLER
MARY LEONORE JERREMS MOLLOY
MERYLL ANN MORITZ
SHIRLEY ANNE MUNFORD
GERTRUDE SYDNEY MUNRO
MARY ANN MUTH
SUSAN ANN MUZZEY
MARGARET HOAG MYER
CHRISTIE MYERS
ANNE NICHOLS
DORIS NIER
NANCY WILLIAMSON NOLAN
JO ANNE NORMAN
JULIANNE COWAP NORRIS
MARION ELIZABETH ORR
NANCY OSTERHOLT
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RUTH PATRICIA PARK
BARBARA DIANE PARKER
ELIZABETH BAILEY PATTERSON
POLLY PEARSE
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BARBARA POWELL
BRANWEN BAILEY PRATT
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Joan Sayward
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Joanne Wentz
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Elizabeth Ann Wise
Patricia Caryl Wohlgemuth
Mary Louise Woldenberg
Janet Barbara Wood
Patricia Doris Wood
Sue Wood
Harriet Manter Woods
Annlouise Wright
Marilyn Jean Wyard
Joan O'Neil Zell
Claire Aileen Zimmerman

MASTER OF ARTS

GLORIA JUNE ANDERSON, B.A., De Pauw University, 1948. *Botany.*
FRANCESCA MARIA ARRIGHI, B.A., Albertus Magnus College, 1949. *Italian.*
FRANCES MAUD BARKER, B.S., Tufts College, 1948. *Botany.*
VIRGINIA MAE BEERS, B.S., Simmons College, 1948. *Chemistry.*
MARILYN FISCHER, B.A., Queens College, 1949. *History.*
SYLVIA UNTERBACH GREEN, B.A., Temple University, 1948. *Zoology and Physiology.*
BETTY KNICKMEYER, B.A., Washington University, 1949. *Economics.*
MAUDE NOËL LOMBARD, B.S., Tufts College, 1946. *Botany.*
MARY LUCILLE MATHEWS, B.S., University of Illinois, 1948. *Psychology.*
EVALENA SHARP, B.A., Sweet Briar College, 1948. *Political Science.*
JOAN SHERWOOD, B.A., Wellesley College, 1948. *Chemistry.*
JOY MARGUERITE SLEEPER, B.A., University of Rochester, 1948. *Music.*
RUTH WICK, B.A., Wellesley College, 1948. *Chemistry.*
JOANNA ELIZABETH FRANCES WITHROW, B.A., Oberlin College, 1948. *Zoology and Physiology.*
GLORIA ELAINE ZANDER, B.A., Milwaukee-Downer College, 1948. *Zoology and Physiology.*

MASTER OF ARTS IN EDUCATION

RUTH THOMPSON CORNELL, B.A., Mount Holyoke College, 1945.
NANCY ARING GRAHAM, B.A., University of Wisconsin, 1948.
ADELAIDE LUVENIA HINES, B.A., Brooklyn College, 1947.
ELSIE-LEE MCCARTHY, B.A., Regis College, 1948.

MASTER OF SCIENCE AND THE TEACHING CERTIFICATE IN HYGIENE AND PHYSICAL EDUCATION

NORA LEE BANKS, B.S., Howard University, 1948.
RUTH ELIZABETH BAXTER, B.A., Oberlin College, 1948.
BETTY BEESE, B.S., Purdue University, 1947.
BEVERLY ANNE BULLEN, B.S., University of Wisconsin, 1947.
JUNE HOLCOMBE, B.S., University of Colorado, 1947.
JANET ELIZABETH MCAULEY, B.A., University of Chicago, 1945; B.S., University of Illinois, 1948.
EILEEN MARGUERITE REARDON, B.S., Boston University College of Physical Education for Women, Sargent, 1947.
ADINA RIGOR Y BALAORO, B.S. IN EDUCATION, University of the Philippines, 1940.
DOROTHY DAVIDSON ROBINS, B.A., College of Notre Dame of Maryland, 1943.
HELEN RUTH SPRAGUE, B.A., The Principia College of Liberal Arts, 1947.
ROBERTA TUNICK, B.A., Barnard College, Columbia University, 1948.

HONORS AND PRIZES CONFERRED IN 1950

SENIOR HONORS

HIGH HONORS

Frances Bates Abbott, *Chemistry*
Joan Elizabeth Appel, *Spanish*
Phyllis Naomi Bennett, *Zoology and Physiology*
Nancy Mary Bignell, *Geology and Geography*
Marjorie Burt Carroll, *Physics*
Diane Isabelle de Bonneval, *English*
Alice Grace Gingles, *Biblical History*
Cynthia Joy Hausmann, *German*
Mary Knatchbull Hugessen, *Political Science*
Patricia Coles Kaelber, *Art*
Susan Gretchen Knight, *English*
Elaine Marilyn Lackman, *Chemistry*
Ruth Hutchinson Lippitt, *Zoology and Physiology*
Virginia Long, *Spanish*
Alice Rabiner, *Zoology and Physiology*
Caroly Rydell, *Economics*
Barbara Siebert, *Botany*
Florence Weiner Slepian, *Economics*
Nathalie Alice Strahan, *Chemistry*
Judith Kay Waxman, *History*
Sue Wood, *Spanish*
Claire Aileen Zimmerman, *Psychology*

HONORS

Judith Harding Anderson, *Medieval Studies*
Meredith Mayo Arzt, *Chemistry*
Mary Ellen Butler Brunkow, *Economics*
Rose Burgunder, *English*
Marjory Williams Church, *International Relations*
Joyce Rae Fineman, *History*
Ellen Louise Gutsche, *Art*
Ann Catherine Jandron, *Botany*
Phyllis Renée Katz Levine, *Psychology*
Barbara Katherine Loomis, *Political Science*
Barbara Mae Martha, *Latin*
Betsey Alicia Martin, *Physics*
Mary Helen Miller, *Economics*
Mary Leonore Jerrems Molloy, *Physics*
Shirley Anne Munford, *Economics*
Margaret Hoag Myer, *Economics*
Patricia Louise Pratt, *English*
Marianne Snedeker, *History*
Harriet Morse Sturtevant, *Sociology*
Bettie Marshall Warner, *History*
Marjorie Schwartz Weisman, *English*
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Helen Kerst Runyeon Wiprud, *English*
Patricia Caryl Wohlgemuth, *Political Science*

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Jane Frances Richards
Frances Richey
Elizabeth Bowdoin Robinson
Letty Mandeville Russell
Constance Ming Chung Shen
Marcia Leah Smith
Patricia Ann Starke
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Polly Irene Taylor
Martha Webber
Margaret Anne Zeller

PRIZES

Billings Prize in Music: ELIZABETH DAVIDSON
Cervantes Prize in Spanish: VIRGINIA LONG
Davenport Prize in Speech: PHYLLIS ELIZABETH BABB and JOAN O'NEIL ZELL
Erasmus Prize in History: JUDITH KAY WAXMAN
Isabelle Eastman Fisk Prize in Speech: CAROL MARIANNE CROCKETT
Jacqueline Award in English Composition: DIANE ISABELLE DE BONNEVAL
John Masefield Prize in Prose Writing: SUSETTE WINSLOW RYAN
John Masefield Prize in Verse Writing: ROSE BURGUNDER
Mary White Peterson Prize in Chemistry: HYLA AMES
Mary White Peterson Prize in Zoology: MARGARET KENNEDY
Mayling Soong Prize: PATRICIA MARY STAPLETON
Lewis Atterbury Stimson Prize in Mathematics: MARION ELISABETH WARD
Woodrow Wilson Prize in Modern Politics: EUNICE RUTH WERNER
Florence Annette Wing Memorial Prize for Lyric Poetry: ELEANOR DREW KELLY
Natalie Wipplinger Prize in German: CYNTHIA JOY HAUSMANN

FELLOWSHIP AWARDS FOR 1950–51

GRADUATE SCHOLARSHIPS AWARDED TO MEMBERS OF THE CLASS OF 1950

ALICE GRACE GINGLES, for graduate work in Biblical History at Union Theological Seminary

CLAIRE AILEEN ZIMMERMAN, for study in the Department of Social Relations, Graduate School of Arts and Sciences, Radcliffe College

ALICE FREEMAN PALMER FELLOWSHIP

LAURA DODSON WINCHESTER, B.A., Agnes Scott College, 1947; M.A., Wellesley College, 1949; candidate for the degree of PH.D. at the University of Michigan. *Biochemistry.*

FANNY BULLOCK WORKMAN SCHOLARSHIP

HELEN ADELE STAFFORD, B.A., Wellesley College, 1944; M.A., Connecticut College, 1948; candidate for the degree of PH.D. at the University of Pennsylvania. *Botany.*

ANNE LOUISE BARRETT FELLOWSHIP

HELEN ANN PADYKULA, B.S., University of Massachusetts, 1946; M.A., Mount Holyoke College, 1948; candidate for the degree of PH.D. in the Department of Anatomy at the Harvard Medical School. *Histochemistry.*

HARRIET A. SHAW SCHOLARSHIP

JOHONET HALSTED CARPENTER, B.A., Mills College, 1948; candidate for the degree of M.A. at Radcliffe College. *Music.*

HORTON-HALLOWELL FELLOWSHIP

(*In the Gift of the Alumnae Association*)

HELEN LOUISE WHIDDEN, B.A., Wellesley College, 1929; M.A., Smith College, 1937; candidate for the degree of PH.D at the University of Massachusetts. *Chemistry.*

SUMMARY OF STUDENTS

Candidates for the B. A. degree		1,654
Seniors	365	
Juniors	384	
Sophomores	416	
Freshmen	489	
Candidates for the M.A. degree		41
Candidates for the M.S. degree and the Teaching Certificate in Hygiene and Physical Education		11
Candidates for the Teaching Certificate only		2
Non-candidates for degrees		10
Total registration October, 1950		1,718
Juniors abroad		6

Geographical Distribution of Students by Home Address

Alabama	5	Oregon	6
Arizona	3	Pennsylvania	124
Arkansas	1	Rhode Island	26
California	23	South Carolina	2
Colorado	8	Tennessee	14
Connecticut	111	Texas	17
Delaware	11	Utah	1
District of Columbia	32	Vermont	9
Florida	14	Virginia	32
Georgia	9	Washington	11
Idaho	1	West Virginia	7
Illinois	84	Wisconsin	19
Indiana	18	Wyoming	4
Iowa	10		
Kansas	2	Canal Zone	1
Kentucky	15	Hawaii	7
Louisiana	4	Puerto Rico	1
Maine	17		
Maryland	19	Argentina	1
Massachusetts	267	Austria	1
Michigan	26	Bahama Islands	1
Minnesota	21	Brazil	2
Mississippi	1	Canada	6
Missouri	28	China	2
Montana	1	Colombia	1
Nebraska	10	Cuba	1
New Hampshire	23	Ecuador	1
New Jersey	127	Finland	1
New York	390	France	1
North Carolina	5	Germany	2
North Dakota	1	Guatemala	2
Ohio	93	Haiti	1
Oklahoma	10	Honduras	1

India	2	Philippine Islands	1
Israel	1	Sweden	1
Jamaica	1	Thailand	1
Japan	4	Turkey	1
Lebanon	3	Uruguay	1
New Zealand	1	Venezuela	3
Peru	2	Viet Nam	1

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Chicago, Mrs. T. Kenneth Boyd, 250 White Oak Lane, Winnetka

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Mid-Hudson, Mrs. Francis S. Peterson, Fishkill
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Westchester, Mrs. William H. Connor, Sussex Hall, Dobbs Ferry

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Youngstown, Miss Mary Elizabeth Craver, 2027 Felecia Avenue, Youngstown 4

OKLAHOMA

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Pittsburgh, Mrs. W. Glenn Srodes, 604 Pitcairn Place, Pittsburgh 32
Scranton, Mrs. W. L. Schlager, 1610 Jefferson Avenue, Scranton 9
Southeastern, Miss Ruth Sener, 233 North Charlotte Street, Lancaster
Wilkes-Barre, Miss Esther R. Trethaway, 39 W. North Street

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Miss Mary E. Fenton, 177 Grove Street, Rutland

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Milwaukee, Miss Alice Freeman Walmsley, 2449 North Downer Avenue, Milwaukee 11

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I give to Wellesley College, a Massachusetts corporation, free and clear of all inheritance taxes, the sum of.....dollars.

I give to Wellesley College, a Massachusetts corporation, free and clear of all inheritance taxes, the sum of.....dollars, to be called the.....Endowment Fund, the income only to be used for the payment of teachers' salaries.

I give to Wellesley College, a Massachusetts corporation, free and clear of all inheritance taxes, the sum of.....dollars, to be called the.....Scholarship Fund, the income only to be used in aid of deserving students.

If the bequest is residuary, it should read:

"All the rest, residue and remainder of my real and personal estate, I devise and bequeath to Wellesley College, a Massachusetts corporation," etc.